

CURRICULUM GUIDE ON WORK EXPERIENCE
for
Classes VI-VIII of Navodaya
Vidyalayas

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F O R E W O R D

Work Experience has been assigned a very important place in the NPE because of its potential for fostering multi-dimensional but harmonious development of the child's personality on the one hand and for bringing about a total revolution in his outlook towards manual work at the other. A new type of work ethics comprising love for manual work, regard for manual workers, development and appreciation of self reliance in day-to-day life, creative endeavour, increased productivity, excellence in performance and personal social qualities required for smooth and efficient working is sought to be developed through Work Experience. Because of these, Work Experience has been made an integral part of curriculum at all stages of school education and accordingly, it is a part of the 'Core' or 'Essential' curriculum in the school.

Work Experience is a very important subject in Navodaya Vidyalayas, too, which are intended to provide quality education to children from deprived sections in rural areas and to act as pace-setting institutions in the country in every respect. Navodaya Vidyalayas are also residential in nature. Therefore, they need highly purposive, meaningful and relevant programmes of Work Experience to sufficiently channelise the abundant energies of children at this stage and turn them into constructive and useful citizens with a strong sense of dignity of labour, social awareness and responsibility.

The **present** Curriculum Guide which includes a variety of activities in different areas of human need and suitable programmes for children studying in Navodaya Vidyalayas located in different parts of the country endeavours to meet this important need. In doing so, it fulfils in part an essential obligation of the NCERT viz. the development of curricula in different subjects suited to the philosophy and peculiar needs of Navodaya Vidyalayas spread over the length and breadth of the country.

The Curriculum Guide further contains Specimen Programme combinations common to all geographical areas in which the Navodaya Vidyalayas are located and also different for each one of them viz. the plains, forest areas, desert areas, hilly tribal areas and coastal areas. Thus the activities and programmes are local specific and should, therefore, be highly relevant to each area. The programme combinations can be formed from the two lists separately or by putting together programmes from each list as per the needs and resources of individual schools. Besides, the Curriculum Guide contains all that is necessary for the proper understanding, selection, planning, organization, implementation and evaluation of Work Experience. The Curriculum Guide is thus expected to provide valuable help and guidance to Navodaya Vidyalayas for implementing an interesting, useful and feasible programme of Work Experience there.

Prof.(Mrs.)S.P. Patel who planned, guided, coordinated, processed and finalised the activities, programmes

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and guidelines besides mobilising professional resources in an upcoming and difficult area such as Work Experience deserves much appreciation for this painstaking and creative endeavour. I also thank all Resource Persons, experts and Work Experience teachers and principals from Navodaya Vidyalayas who contributed to the identification and specification of Work Experience activities. It is fervently hoped that the Navodaya Vidyalaya teachers will refer to the Curriculum Guide again and again as a rich source of activities, programmes and guidelines on the subject and also apprise us of their experiences for future improvement of the document.

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P R E F A C E

In view of the singular importance of work education for the allround development of the child and wellbeing of the country, central place has been assigned to it in almost all schemes, reports and documents on education, beginning with Mahatma Gandhi's Scheme of Basic Education. More recently, the New Education Policy (1986) has made Work Experience an integral part of School Curriculum at all stages of education.

The unique significance of Work Experience in school education is due to its very important functions of restoring respect and dignity to all types of manual work, promoting self-reliance in meeting daily needs, increasing productivity through the development of proper work skills and values and accelerating economic development through community work. Work Experience also promotes the development and discovery of vocational interests and aptitudes by school children and provides necessary preparation for work in their future life or choice of suitable vocational/professional courses at the secondary/university stage. Last but not least, it can enable the students to use their work skills for earning an income while still being a student and thus support part of their studies or upkeep.

Navodaya Vidyalayas have a unique role for providing quality education to able children from deprived sections of the population. They are intended to foster multi-dimensional, but balanced growth of students. While a number of worthwhile programmes and activities are to be organised in Navodaya Vidyalayas for achieving the above goals, a purposive

and a meaningful programme of Work Experience is most urgently required to develop the much-needed sense of dignity of labour. Such a programme is all the more necessary because of the danger inherent in providing superior educational and living facilities to children from economically backward classes who because of this glaring contrast can easily develop an attitude of superiority or snobbishness unless respect for manual work, social awareness and responsibility are developed through Work Experience. A well conceived programme of Work Experience is important for Navodaya Vidyalayas from a practical point of view also. The Navodaya Vidyalayas being residential institutions would require a fleet of servants to look after the day-to-day needs of their students, unless students are taught to look after themselves and thereby develop self reliance in daily life.

Viewed from these angles, a relevant, meaningful and comprehensive programme of Work Experience should be central to the total programme in a Navodaya Vidyalayas. It should be carefully planned and well organized with activities based on the interests, abilities and needs of students as also the resources available for their performance.

However, Work Experience programmes suited to the peculiar needs of Navodaya Vidyalayas with their residential nature and countrywide location are conspicuous by absence. Since the NCERT has been invested with the responsibility of developing curricula for Navodaya Vidyalayas in different subjects, it was deemed necessary to identify suitable activities and prepare well-structured and graded programmes for Navodaya Vidyalayas with the help of their work experia

teachers and some experts. Accordingly, a 5-day workshop was organised in February, 1987 at the NIE campus, New Delhi, and a number of activities suited to the needs of students in classes VI-VIII of Navodaya Vidyalayas situated in different geographical areas such as plains, forest areas, desert areas, hilly areas and coastal areas were identified, specified and graded. Also specified were the tools and materials and time required for their performance. The activities were further examined and processed in the department which involved a tremendous amount of painstaking, patient and creative work by way of grouping the activities into meaningful clusters, formation of new activity groups and their specification in reasonable detail, their arrangement in a logical/functional sequence and their gradation according to class. The tools and materials required for the performance of these activities were also reviewed or listed besides careful consideration of the number of periods needed, the class for which suitable and the time and manner of their performance.

Based on these activities, Specimen Programme Combinations common to all Geographical Areas in which the Navodaya Vidyalayas are located and also different for each one of them were carefully worked out in the Department with an eye on including activities from as many need areas as possible. The programme combinations are only suggestive and not prescriptive or exhaustive. Many new combinations can be formed by combining activities from within the Common List or from the Common list with the list for Different Geographical areas as per the needs and resources of Navodaya Vidyalayas.

The Activities, Programmes and Programme Combinations have been presented in the present booklet which has been compiled in the form of a Curriculum Guide. The Curriculum Guide contains all that is necessary for the proper understanding, selection, planning, organisation, implementation and evaluation of a relevant, useful and meaningful programme of Work Experience in Navodaya Vidyalayas. Besides lists of Essential and Elective Activities and Programme Combinations common to all Geographical Areas and specific to each one of them, it provides concrete suggestions and specimens for efficient organisation of the Work Experience programme. Also a good deal of flexibility has been built into the Curriculum Guide which may be exercised as per the special needs, resources and situations in different Navodaya Vidyalayas.

The Curriculum Guide is meant to provide concrete help and guidance to Navodaya Vidyalayas in the planning and organisation of their Work Experience programme. The guidelines given for organising the Work Experience programme in its different dimensions may be kept in mind while formulating and executing the programme in these vidyalayas. Further, it is necessary to get the reactions and experiences of the heads, teachers and students of these schools with the activities, programmes and strategies suggested therein. Accordingly, the Navodaya Vidyalaya staff is expected to read the guidelines carefully and follow them closely in selecting the activities and programme combinations and trying them out within the suggested time, tools and materials and suitability for different classes. They are also expected

ted to try out the methods, strategies and processes of planning, scheduling, organisation, teaching and evaluation suggested in the Curriculum Guide, record their experiences carefully and send the same to this Department. The Curriculum Guide is proposed to be finalised in the light of the experience gained by the Navodaya Vidyalaya Teachers with these activities and programmes. The NCERT will be thankful to the Navodaya Vidyalayas for sending in their observations and suggestions for improvement of the Curriculum Guide.

I am grateful to Sh. K.S. Sarma, Director, Navodaya Vidyalaya Samiti for deputing Work Experience teachers and principals from Navodaya Vidyalayas for participation in the workshop at a time when it was difficult to spare them. I am also grateful for all other help given by the Navodaya Vidyalaya Samiti for the orientation of its teachers in the use of this Guide. My grateful thanks are due to the participants of the workshop from Navodaya Vidyalayas, outside experts, my colleagues from the Department who acted as Resource Persons or helped otherwise in the preparation or finalisation of this Curriculum Guide. Last but not least, Prof. Jalalluddin, the Joint Director, NCERT, who delivered the inspiring key note address at the inaugural function and Prof. A.K. Mishra, Head, Department of Vocationalization of Education, who facilitated the organisation of the programme also deserve my sincerest thanks.

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Curriculum Guide in Work Experience
for Navodaya Vidyalayas

1. Introduction

Over the past fifty years in our country and especially in the last twenty years or so, there has been an increasing appreciation of the need to include work as a vital component of education at all stages of school education. This has its roots in the perceptions about work education as a powerful means of restoring respect and dignity to all types of manual work, removing distinctions between manual workers and white collar workers, promoting self-reliance in meeting one's daily needs and those of the society, increasing productivity through the development of proper work skills and values, and accelerating the process of economic development in the country through community service and social work by school students.

More specifically, Work Experience provides the basis for building up proper attitudes towards work, developing favourable work values and habits, imparting necessary knowledge related to work, and developing appropriate work skills which can help the children to become productive and self-reliant in meeting their day-to-day needs and those of their families and communities. Work Experience can further enable the children to discover their real interests and aptitudes which would be helpful to them in selecting suitable courses of study and occupations later on. Since work occupies a prominent position in the life and well-being of an individual and a country, Work Experience should occupy a place of pride in the school curriculum as a means of achieving self-reliance and as a preparation for adult life.

2. Historical Perspective

In view of the unique importance of work education for the allround development of the child and well-being of the country, central importance has been given to it in almost all important schemes, reports and documents on education which have come out in the past fifty years viz. Gandhiji's Scheme of Basic Education,

Kothari Commission's Report, NCERT's Ten Year School Curriculum, Report of the Ishwar Bhai Patel Committee and more recently, the New Education Policy. Consequently, work education has come to be viewed as an important link between education and productivity as an important instrument for the preparation of the child as a self-supporting and productive citizen and as a potent means of social reconstruction and national development. Accordingly, it has been introduced and implemented under different names such as Craft Education (1937), Work Experience (1967), Socially Useful Productive Work (1977) at different times and in different parts of the country.

More recently, the New Education Policy (1986) has assigned a very important place to work education in the school curriculum at all stages. It has reverted back to the term 'Work Experience' which was earlier used by Kothari Commission for work education while retaining the concept of SUPW as given by the Ishwar Bhai Patel Committee in 1977. The Policy states: 'Work Experience, viewed as purposive, meaningful, manual work, organized as an integral part of the learning process and resulting in either goods or services useful to the community, is considered as an essential component (of curriculum) at all stages. It is to be provided through well-structured and graded programmes. Work Experience would comprise activities in accordance with the interests, abilities and needs of students, the level of skills and knowledge to be upgraded with the stages of education. This experience would be helpful to a student on his entry into the workforce. Prevocational programmes provided at the lower secondary stage will also facilitate the choice of vocational courses at the higher secondary stage.'

3. The Concept of Work Experience

It may thus be seen that Work Experience in the NEP has been given the same connotation as Socially Useful Productive

Work (SUPW) in the report of the Review Committee (Ishwar Bhai Patel Committee) for the 10-year school curriculum. SUPW as defined by the Ishwar Bhai Patel Committee and as reiterated in the NEP (1977) is any purposive and meaningful manual work the performance of which results into goods or services which are useful to the society. SUPW comprises work consisting of service, production and community development activities in various areas of human needs such as health and hygiene, food, clothing, shelter, recreation and social service in accordance with mental and manual abilities of the children at various stages of education and the availability of local resources. The Committee visualised intensive participation in production and service-oriented projects for the middle and lower-secondary stages alongwith an 'Earn-while-you-learn' dimension for needy students on an optional basis. It assigned equal importance to community work/social service for creating social awareness and concern for the welfare/development of the local community or society at large.

The first essential attribute of Work Experience is, therefore, its manual character which means that the children are to work with their hands and thereby develop a sense of dignity of labour and stamina for hard work. Manual work should also be purposive or educative in that it should help develop knowledge, understandings, attitudes, personal-social qualities and skills related to the world of work. Further, Work Experience should be meaningful i.e it should help in the satisfaction of children's basic life needs such as food, clothing, shelter, health, hygiene and recreation through production of goods or rendering of services. Social or community service for the welfare/development of the community or society at large should also form an essential component of Work Experience.

4. Work Experience in the NEP

Work Experience in the NEP is thus conceptually the same as SUPW. However, its emphasis is on well-structured and graded

programmes at all stages of school education including programmes at the middle school stage which would develop sufficient psycho-motor skills and confidence among students for entering the world of work directly or through certain occupational courses. It also envisages prevocational programmes at the lower secondary stage as preparation for direct entry into working life or choice of vocational courses at the higher secondary stage.

5. Work Experience as an Integral Part of School Education

The NEP aims at the harmonious development of children's personality through Work Experience, which aims at the education of the 'hand' while the education of the 'head' and the 'heart' is to be accomplished through academic subjects, art and physical education. Accordingly, Work Experience which has been assigned a central place in the school curriculum, is to be dealt with not only as a full-fledged and very important subject in its own right, but also as an integral part of all other school subjects, which have contents related to it. In other words, education is to be imparted not only in work, but also through work. Understanding of knowledge and performance of work related to school subjects are two equally important dimensions of work experience.

6. Special Significance of Work Experience for Navodaya Vidyalayas

Provision of quality education to children who would otherwise remain deprived of it due to socio-economic limitations was the main consideration for establishing Navodaya Vidyalayas. The Navodaya Vidyalayas are intended to foster multidimensional, but balanced growth of students. Their main focus is to be on developing young school students a good physique, the right set of values including dignity of labour and national integration, self-learning competencies, creativity and excellence.

Navodaya Vidyalayas have been conceived of as pace-setting institutions in several ways some of which are: strict adherence

~~to~~the three language formula, quality instruction in all school subjects, a rich programme of physical education and co-curricular activities and a purposive and meaningful programme of Work Experience which is to help develop the much desired Gandhian spirit.

Although the Navodaya Vidyalayas are to provide equal and even better educational facilities than public schools, they are schools with a difference. They are catering to the needs of children from deprived sections in rural areas. Hence they should be careful to provide such education as will not create alienation between the students and their families or communities. They should also prevent the development of an attitude of snobishness which the superior living conditions in the hostels and high quality educational facilities in the schools are bound to create. Rather, the education given in Navodaya Vidyalayas should be such that it develops among students an essential awareness of the problems and difficulties being faced by their families and communities, their underlying causes and the ways to remove them. It should also imbue them with an ardent desire to improve the lot of their people. The school programme should inculcate the democratic ideals of equality and brotherhood between Navodaya Vidyalaya students and their counterparts in ordinary schools or outside them. All these can be achieved only through an appropriate programme of Work Experience which includes need-based community service programmes and programmes for helping other children in academic and non-academic pursuits. Moreover, through Work Experience, the day-to-day living in the Navodaya Vidyalayas can be permeated with a spirit of self-reliance, mutual helpfulness, corporate living and welfare of all.

Manual Work can form a very important part of day-to-day living in the Navodaya Vidyalayas. A students self-management structure with minimum employment of servants and effective supervision by teachers can be created in the Navodaya Vidyalayas

which would include a good deal of self-reliant work on the part of students. Self-reliance in cleaning and maintaining the school and hostels, in planning, preparing and serving food, in washing, ironing and repairing clothes, in providing essential services such as cooperative store and bank, post office, railway roadways booking, and in arranging physical, cultural and recreational activities would go a long way in bringing the Gandhian ideals of manual work, dignity of labour and self-reliance nearer to realization. Last but not least, Navodaya Vidyalayas require a worthwhile programme of productive work suited to the needs and capacities of children studying in them and the local environment and facilities which can be made available.

The programme of productive work is needed to constructively channelise the creative and productive potentialities of adolescent students bubbling with energy and enthusiasm in upper primary classes. Since a majority of Navodaya Vidyalaya students are from rural areas but the schools are located at district or tahsil headquarters which have small town characteristics, the productive work activities will have to imbibe the rural-urban characteristics of the district from which the children hail. They will also have to provide activities which are suitable for all types of geographical areas in which the schools are located. Last but not least, since the Navodaya Vidyalayas are coeducational institutions, Work Experience should be suitable both for boys and girls.

7. Objectives of Work Experience for Classes VI-VIII

In order to give proper direction to Work Experience activities in Navodaya Vidyalayas, it is necessary to be clear about the objectives of Work Experience. A list of the overall objectives of Work Experience at the upper primary stage is given below:-

- (1) To prepare pupils for practising and performing manual work individually and collectively.

- (2) To acquaint them with the world of work and services going on in the community and develop in them a sense of respect for manual workers.
 - (3) To develop in them a desire to be useful members of the society and to contribute their best to the common good.
 - (4) To inculcate among them positive attitudes of team work and socially desirable values like self-reliance, dignity of labour, tolerance, co-operation, sympathy and helpfulness.
 - (5) To help them in understanding the principles involved in various forms of work.
 - (6) To lead them to participate increasingly in productive work as they go from one stage of education to another and thereby enable them to earn while they learn.
 - (7) To provide opportunities for creative self-expression and for the development of problem-solving abilities.
 - (8) To help in the development of vocational preparedness.
- The more specific objectives of W.E are :-

Knowledge and Understandings.

To help the pupil to

- (1) identify his needs and those of his family and community in respect of food, health and hygiene, clothing, shelter, recreation and social service.
- (2) acquaint himself with productive activities in the community;
- (3) appreciate the utility of productive work and services to the community;
- (4) understand facts and scientific principles involved in various forms of work;
- (5) know the sources of raw materials and understand the use of tools and equipment in the production of goods and services;
- (6) understand the process of planning and organizing productive work;
- (7) understand his role in productive situations;
- (8) understand the needs of a technologically advancing society in terms of productive processes and skills;
- (9) develop an awareness of social problems.

Skills and Abilities

To help the pupil to:

- (1) develop skills for the selection, procurement, arrangement and use of tools and materials for different forms of productive work;

- (2) develop skills for the application of problem-solving methods in productive work and social service situations;
- (3) develop his skills for greater productive efficiency;
- (4) use his creative faculties for devising innovative methods and materials;
- (5) develop ability for self-evaluation of his performance.

Attitudes and Values

To help the pupil to :

- (1) develop respect for manual work and regard for manual workers;
- (2) inculcate socially desirable values such as self-reliance, helpfulness, cooperativeness, team-work, perseverance, tolerance etc;
- (3) develop proper work habits and values such as regularity, punctuality, discipline, honesty, efficiency, love of excellence and dedication to duty;
- (4) develop self-esteem and confidence through achievements in productive work and service.
- (5) develop a deeper concern for the environment and a sense of belonging, responsibility and commitment to the society.

8. Content of Work Experience

The most crucial task for assuring the success of Work Experience programme is to arrive at a carefully selected list of activities which would help in achieving the intended objectives viz. development of self-sufficiency among students, inculcation of dignity of labour and worthwhile work habits and qualities, promotion of productive capacities and skills, and development of social concern and responsibility among them. Such a selection is all the more important as Navodaya Vidyalayas are located through out the length and breadth of the country which abounds in a rich diversity of physical features, climate, vegetation, industry and socio-economic patterns. Accordingly, a comprehensive list of Work Experience activities from all the areas of human need as given by the Ishwar Bhai Patel Committee viz. health and hygiene, food, clothing, shelter, recreation

and social service with a variety of activities suited to the needs of different geographical areas in the country such as plains, hilly areas, desert areas, forest areas and coastal areas in which the Navodaya Vidyalayas are located are required. It is also necessary to ensure the suitability of this list for rural and urban areas, girls and boys, tribal and non-tribal populations. Another most important consideration for the selection of a Work Experience activity should be its suitability to the ability level of students and relevance to the needs and problems of students, their school, family and community. Then again, a work experience activity should be feasible i.e. it should be capable of being implemented with the available resources in terms of space, equipment and materials, teachers and time. Last but not least, a work experience activity must involve manual work and result into the production of goods or services which can be utilised by the school or sold out for money.

Based on the above criteria, comprehensive lists of Essential and Elective Activities from all the areas of human need and suited to the requirements of Navodaya Vidyalayas in different geographical and cultural areas as also the interests and needs of boys and girls in classes VI-VIII have been prepared. The Essential Activities are to be performed by all the students as they are basic to the satisfaction of every day needs of the students, their families and communities. The nature of essential activities selected is such that they can be performed by all the Navodaya Vidyalayas as they are or in their particular geographical/cultural contexts which have been indicated separately. They are intended to result into basic attitudinal changes towards work and development of life skills on the part of students and should by and large lead to the enhancement of nutritional, health, sanitation, productivity and economic

status of the community. The programme of Elective Activities includes activities of a wide variety and is aimed at the learning and mastery of skills of productive work which are quite important at this stage. Under this programme, a number of specific activities of gradually increasing difficulty/complexity have been grouped under a Work Experience activity in such a way that they can be undertaken in the form of a project to be completed over a span of time in one to three years. Such activities/projects are intended to result into intensive skill formation and proficiency in work which should lead to increased productivity and capacity on the part of students to engage in work which would enable them to earn alongside learning. This experience would also be helpful to those pupils who for some reason or the other are unable to continue their studies and have to join the world of work directly or after some occupational training.

The Essential and Elective activities have been divided into those which are common to all the geographical areas and those which are peculiar to different geographical areas or have a peculiar context.

The Essential and Elective Activities which are meant for all geographical areas are given in List A, while those which are peculiar to different geographical areas are given in List B. In order to make the execution of these activities possible, they have been further broken into specific activities and presented in a well-graded sequence with indication of suitability for a particular class. The gradation of activities is such that the activities for each class progressively build up higher and more complex skills, so that by the end of the activity over one term/semester/year or more, the students will be able to acquire a predetermined level of manual skills crucial for them. The tools and

materials needed for the performance of activities have also been indicated alongwith approximate number of periods required for their performance. Lists of Essential and Elective Activities common and peculiar to different geographical areas in the country are given below along with most essential particulars while the detailed lists with specifications, needed equipment and materials, suitability for different classes, number of periods required and the manner of their performance are given at the end of this Guide.

List A

List of Activities Common to all Geographical areas

Essential Activities

Sl. No.	Activities	Class for which meant	No. of periods required	Time of performance
1.	2.	3.	4.	5.

HEALTH & HYGIENE :-

1.	Maintaining personal cleanliness	VI-VIII	Zero pd. of 10 min. every day	
2.	Maintaining cleanliness in the hostel	"	"	
3.	Maintaining cleanliness in (a) the classroom and (b) school premises	" "	" "	
4.	School/hostel decoration on functions and festivals	" "	" "	
5.	Maintaining purity/cleanliness of water for drinking/washing	" "	" "	
6.	Safe/proper keeping of eatables in one's room/dormitory	" "	" "	
7.	Keeping health records in respect of self.	VI-VIII	" "	

FOOD :-

8.	Washing one's own utensils	VI-VIII		After lunch and dinner
9. a)	Helping in making preparations for cooking food	VI	5	Before lunch and dinner

1.	2.	3.	4.	5.
	b) Helping in setting the table and serving food			
10.	Preparation of Menu	VII	5 periods for five groups	After School
11. a)	Helping in purchase of vegetables	VIII	5 periods	periods for teaching & discussion only
	b) Helping in maintenance of accounts	VIII		Periods for teaching & some experimentation only
12.	Preparation of drinks and snacks	VI-VIII	5 periods	

CLOTHING :

13.	Taking care of clothes	VI-VIII	10 periods	"
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SHELTER :

14.	Repair and/or maintenance of :-			
	a) School and hostel buildings and playgrounds	VI	7 periods	Time to be taken from co-curricular activities
	b) Water-taps and/or hand-pumps	VI	3 periods	
	c) Wood work	VII	10 periods	
	d) Electrical fittings and appliances	VIII	10 periods	

RECREATION :

15.	Celebration of :-	VI-VIII		Time to be taken from co-curricular activities.
	a) National days			
	b) festivals and jayantis			
	c) days of national and international importance			
16.	Community singing	VI-VIII		"
17.	Putting up variety entertainment programmes	VI-VIII		"
18.	Putting up fancy dress shows/competitions	VI-VIII		"
19.	Participation in antakshari	VI-VIII		"

(b) Elective Activities

S1. No.	Activities	Class	No. of Periods required	Remarks
1.	2.	3.	4.	5.

HEALTH AND HYGIENE :-

1.	Production of hygiene and health related materials	VI-VIII	40-60	
2.	First aid/medical service and Care of the sick	VI-VII	40-60	
3.	Preparation of visual materials on Health	VI-VIII	40-60	
4.	Detection of adulteration in food stuffs	VIII	40-60	

FOOD :-

5.	Preparation of food :-	VI-VIII	45-60	
	a) Preparation of snacks	VI	15-20	
	b) Preparation of milk-products	VII	15-20	
	c) Preservation of food	VIII	15-20	
6.	Vegetable gardening	VI-VIII	40-60	
7.	Keeping a poultry farm	VI-VII	120	
8.	Bee keeping	VIII	120	

CLOTHING :-

9.	Sewing	VI-VIII	40-60	
10.	Embroidery	"	40-60	
11.	Knitting	"	40-60	
12.	Weaving	"	40-60	
13.	Printing	"	40-60	
	a) Tie and Die work	VI	40-60	
	b) Block printing	VII	40-60	
	c) i) Stencil printing	VIII	40-60	
	ii) Marble printing			

SHELTER :-

14.	a) Repair of shoes and bags etc.	VI	40-60	
	b) Maintenance & repair of Household appliances	VII	40-60	
	c) Maintenance of school and hostel buildings	VIII	60-80	
15.	Wood work	VI-VIII	60	
16.	Leather work	VI-VIII	60	

1.	2.	3.	4.	5.
17.	Bamboo work	VI-VIII	60	
18.	Making utility/decorative items out of waste materials	VI-VIII	60	
19.	Flower-making	VI-VII	60	
20.	Doll making	VI-VIII	60	
21.	a) Making greeting cards	VI	60	
	b) Making stuffed toys	VII	60	
	c) Making fancy items from beads, shells, feathers etc.	VIII	60	
22.	a) Simple bookbinding	VI	60	
	b) Making stationary items out of paper and card-board, etc.	VII	60	
	c) Making stationary items for use in school and office	VIII	60	
23.	Gardening	VI-VIII	60	
<u>RECREATION :-</u>				
24.	Singing	VI-VIII	60	
25.	Playing on local and other musical instruments	VI-VIII	60	
26.	Dancing	VI-VIII	60	
27.	Dramatics	VI-VIII	60	
28.	Puppetry	VII/VIII	60	
29.	Pursuit of hobbies			
	a) Making collections	VI	40-60	
	b) Preparation of albums on subjects of interest	VII	40-60	
	c) Preparation of hand-written magazine	VIII	40-60	
<u>SOCIAL SERVICE :-</u>				
30.	Preparation of teaching aids	VII/VIII	40-60	
31.	Library Service	VI/VII	40-60	
32.	Environmental sanitation and tree plantation	VI/VII	40-60	
33.	Physical improvement and development in the community	VI-VIII	40-60	
34.	Helping the community in agricultural operations	VI-VIII	60	

1.	2.	3.	4.	5.
<hr/>				
35.	Helping in the educational development of the community	VI-VIII		
	a) Remedial teaching of weak students from a nearby primary school	VI	60	
	b) Non-formal education of school dropouts	VII	60	
	c) Adult Education-classes	VIII	60	
36.	Social Education programme	VII/VIII	60	
37.	Volunteer work			
	a) During local fairs and festivals	VI/VII	40-60	
	b) During calamities			
38.	Volunteer work in the local health centre/hospital	VII/VIII	60	
39.	Volunteer work in a nearby slum	VII/VIII	60	
40.	Helping the handicapped	VI	60	
41.	Helping the aged	VI	60	

List B

(a) List of Activities for Different Geographical Areas

(i) Essential Activities

S.No.	Activities	Class for which meant	No. of periods required	Remarks
1.	2.	3.	4.	5.
<u>HEALTH AND HYGIENE</u>				
<u>Desert</u>				
1.	Cleaning of water tank	VII/VIII	2-3 periods at a time	Once in a month
2.	Purification of water	VI	6	On holiday
3.	Powdering	VI-VIII		During time for health inspection and under the supervision of the school doctor

Forest

1.	Purification of water	VI-VII	6	
2.	Taking post-control measures	VII-VIII	5	
3.	Collecting and using neem twigs	VI-VIII		To collect during visit to forest

FOOD

Desert

1.	Protecting food from dust and decay	VI		After school hours
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SHELTER

Desert

1.	Making murals	VI-VIII	5	
----	---------------	---------	---	--

Forest

1.	Cleaning and maintenance of Kerosene lamps	VI	3-5	
2.	Repairing huts	VI-VIII	4-6	

1.	2.	3.	4.	5.
----	----	----	----	----

RECREATION

Forest

- | | | |
|---|---------|---------------------|
| 1. Visiting forest and enjoying beauty of its fauna and flora | VI-VII | Out of school hours |
| 2. Collecting forest products/ their specimens | VI-VIII | Out of school hours |
| 3. Enjoying animal rides | VI-VIII | Out of school hours |

Hilly Tribal

- | | | |
|--|---------|--------|
| 1. Participation in tribal festivals/functions | VI-VIII | - do - |
| 2. Learning tribal dialect | VI-VIII | - do - |

Coastal

- | | | |
|--|---------|--------------------|
| 1. Visiting sea shore and observing the movement of ships, boats, fish | VI-VIII | after school hours |
| 2. Listening to and enjoying fishermen's songs | VI-VIII | - do - |
| 3. Watching fishermen's dances | VI-VIII | - do - |
| 4. Participation in coastal/ fishermen's functions/ festivals | VI-VIII | - do - |

(b) ELECTIVE ACTIVITIES

HEALTH & HYGIENE

Forest

- | | | |
|--|------|-------|
| 1.(a) Collecting medicinal forest products and making brews for certain disorders/diseases | VII | 40-60 |
| (b) Collecting forest products and making churans for stomach disorders | VIII | 40-60 |
| (c) Collecting shikakai beans and reethas and powdering them for washing hair and clothes | VI | 40-60 |
| 2. Collecting flowers and making perfume out of them | VIII | 40-60 |

1.	2.	3.	4.	5.
----	----	----	----	----

Tribal

1. Growing medicinal plants and trees	VII/VIII	40-60	
---------------------------------------	----------	-------	--

FOOD

Desert

1. Collection and preservation of local food products	VI-VIII		To combine it with food preservation
2. Preparation of local foods	VI-VIII		To combine it with food preparation
3. a) Preparation of various different types	VI/VII	40	
b) Making salt	VI/VII	20	
4. a) Cleaning and maintaining a refrigerator, if available	VII/VIII	20	
b) Preparation of a food-cooling device with indigenous materials	VII/VIII	40	
5. Cultivating bajra and cattle feed 'rajka' during rainy season	VI-VIII		To combine it with helping the community in agricultural operations
6. Planting khejri, babool, bougainvillea, etc.	VI-VIII		- do -

Forest

1. a) Collection of forest products for use/sale	VI	40-60	To collect during visits to forest
b) Collection of forest products and making pickles out of them	VII	40-60	To make pickles during periods for food preservation
c) Collection of forest fruits and making jams/jellies/marabbas out of them	VIII	40-60	- do -

1.	2.	3.	4.	5.
----	----	----	----	----

3. Bee-keeping		VIII	20	
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Hilly Tribal

1. Making pattals and donas out of tree leaves		VI	40-60	
2. Growing fruit trees		VII/VIII	40-60	
3. a) Drying and storing local vegetables		VI	24	
b) Preserving local fruits		VII	24	
4. Helping elders in looking after domestic animals and poultry		VI	40-60	
5. Keeping bees and extracting honey		VIII	120	
6. Rearing fish in small ponds		VI-VII	40-60	

Coastal

1. Helping elders in transplantation of paddy	VI-VIII			To combine it with helping community in agricultural operations
2. Fishing by hook	VI/VII	40-60		
3. a) Preparing salt	VI/VII	20-30		
b) Making banana chips	VIII	20-30		
4. a) Using coconut in dal, sambhar, chatni	VII/VIII	40-60		
b) Making sweets out of it	VII/VIII			
5. Growing trees and fodder	VII/VIII	40-60		

CLOTHING

Hilly Tribal

1. Knitting	VI-VIII	40-60
2. Weaving	VI-VIII	40-60

Desert

1. Creative printing		
a) Tie & Die	VI	40-60
b) Block printing	VII	40-60
c) Sangneri printing	VIII	40-60

1.	2.	3.	4.	5.
2.	Jai-puri gata work, ari-tari work	VII-VIII	40-60	
3.	Mirror work embroidery	VII/VIII	40-60	
4.	Spinning of wool	VI/VII	40-60	

SHELTER

Desert

1.	Preparation and maintenance of a desert cooler out of indigenous materials	VIII	40-60	
2.	Making and using a solar cooker	VII	40-60	
3.	Making mukdabs and chairs out of sarkanda	VI/VII	40-60	
4.	Lakhwork	VIII	40-60	
5.	Making light-weight quilts	VII	40-60	

Forest

1.	Preparing new huts/sheds	VIII	40-60	
2.	Putting up fence around the school campus	VII	10-20	

Tribal

1.	Making a hut/shed with local materials	VII/VIII	40-60	
2.	Making tribal adornments	VI	40-60	
3.	Cane and bamboo work	VI-VIII	40-60	

Coastal

1.	Making brooms from coconut/palm leaves	VI		To be combined with preparation of health related materials
2. a)	Repairing fishing nets and accessories	VI	40-60	
b)	Helping in repairing boats and ships	VII-VIII	40-60	
3.	Making toys/utility/decorative items out of coconut and sea-shells	VI-VIII	40-60	

1.	2.	3.	4.	5.
<u>RECREATION</u>				
<u>Desert</u>				
1. Singing traditional songs, songs of bravery, folk songs	VI/VII/VIII	60		Out of school hours
2. Participation in local festivals	VII/VIII			Out of school hours
3. Camel riding	VII/VIII	40-60		
4. Staging puppet shows	VI-VIII	60		
5. Learning to play local instruments like suntoor	VI-VIII	60		
<u>Forest</u>				
1. Visiting forests and picnicking there	VI-VIII			Out of school hours
2. Maintaining a school museum with forest products	VI/VII	40		
3. Visiting a wild-life sanctuary	VI-VIII			Out of school hours
4. Imitating cries of birds/animals	VI-VIII			- do -
5. Performing plays based on panchatantra/puranic/local stories	VI-VIII	40-60		
<u>Tribal</u>				
1. Survey of tribal life and culture	VII/VIII	60		
2. Collection of typical plants herbs and flowers	VI			Out of school hours
3. Learning the tribal dialect as a hobby	VII-VIII	60		
4. Learning and performing tribal folk-songs, instruments and dances	VI-VIII	40-60		
<u>Coastal</u>				
1. Learning to perform coastal dances	VI-VIII	40-60		

1.	2.	3.	4.	5.
2. Learning				
a) to fish by net,	VI	40-60		
b) to swim, and	VII	10-60		
c) to row a boat	VIII	40-60		
3. Making and maintaining an aquarium with local fish	VII	60		
4. Boat racing	VIII			Out of school hours

SOCIAL SERVICE

Desert

groups	1. a) Removing sand after dust storms	VI	15	To be combined with environmental sanitation programme
	b) Helping in cleaning public places after the storm	VII/VIII	15	
	2. a) Helping local people in digging wells	VIII	30	To be combined with physical improvement and development in the community
	b) Sowing/harvesting rainy season/(To be combined with helping community in agricultural operations)	VII-VIII	40	
	3. a) Educating people against social evils (child marriage, drinking, leprosy, superstition)	VIII	30	To be combined with social education
	b) Educating mothers about nutrition	VIII	15	To be combined with social education.

Forest

1.	Educating community for drinking pure water	VI	15	To be combined with social education
2. a)	Educating community for protection and preservation of forests	VIII		To be combined with environmental sanitation and tree plantation
b)	Organizing vanavahatsav/wild life week	VIII		

1.	2.	3.	4.	5.
3.	Against superstitions and harmful social customs	VII	15	To be combined with social education
4.	Against exploitation by outside contractors and tradesmen	VIII	15	- do -
5.	About govt. schemes of loans	VII/VIII	15	- do -

Tribal

1. a)	Helping in cleaning public places	VI-VIII	40-60	To be combined with environmental sanitation and tree plantation
b)	Constructing drains, roads, small bridges, sheds for schools, health-centre, library etc. (To be combined with physical, improvement and development in the community)	VII/VIII	40-60	
2.	Educating community			
a)	against unhealthy food practices	VI	20-30	To be combined with social/adult education
b)	for vaccination	VI	20-30	
c)	for preservation of natural environment	VII	20-30	
d)	for use of non-conventional sources of energy	VIII	20-30	
3.	Educating about			
a)	their constitutional rights	VIII		To be combined with social education
b)	special facilities and concessions provided by government	VII/VIII		- do -

Coastal

1.	Helping in rendering help to a) cyclone affected people by collecting and distributing clothes directly or b) by rendering help to social welfare agencies	VII/VIII	20-30	To combine with voluntary work during natural calamities
2.	Planting trees after flood to check soil erosion	VIII	20-30	To combine it with environmental sanitation and tree plantation.

1.1. Allocation of time

An allocation of at least one-eighth of the total instructional time must be made in the school time table for Classes VI-VIII i.e. a minimum of six out of 48 periods per week should be allotted to this subject besides out of school time for productive activities. If possible, more time should be allotted to Work Experience in the school curriculum. (Block periods should be arranged for visits to work places, community service programmes and productive work.)

At the national level, a weightage of 50% each to essential and elective or service and productive activities has been visualised as reasonable. However, Navodaya Vidyalayas being residential in nature, students will have to render a good deal of personal, social and community service in the area of health and hygiene, culture and recreation and community work before and after school and on holidays. Hence, a weightage of 33 and 67 percent to essential and elective activities in the school time table may be acceptable for Navodaya Vidyalayas.

At the rate of 6 periods per week, the total time available in the school time-table for Work Experience would be approximately 180 periods for thirty weeks of total instructional time available in a school year besides examination and other activities. Accordingly, 60 out of 180 periods should be devoted to essential activities and the remaining 120 to activities under the Elective programme. Each activity under the essential programme will require frequent performance, while those under the elective programme will require adequate time for work practice aimed at sufficient skill formation. Students should be required to select one or more elective activities in such a manner that they remain fully occupied for 120

periods in the school besides devoting time to them before and after school and on holidays.

10. Selection of activities/programmes by Individual Schools

The Work Experience programme centres around six areas of human needs viz. health and hygiene, food, clothing, shelter, recreation and social service. A balanced selection of activities from each of these areas is to be made by each Navodaya Vidyalaya according to the educational potential of an activity and the space, tools, materials and teachers available for it, as also the possibility of consumption or sale of the articles prepared. The selection should be made by a Work Experience Committee consisting of the School Principal, the Work Experience Teacher, a few subject teachers, representatives of the local community and experts from different professional/occupational groups and development agencies. It should also be made for a three-year period so as to ensure continuity and balance in activities for a particular class over the entire upper primary stage. As far as possible, a variety of essential and elective activities are to be provided so that children can develop self-sufficiency in meeting their daily needs and discover and develop their vocational aptitudes. The schools can select activities out of the lists provided in the foregoing pages. They can also modify the same in the light of their own needs or add some others which they consider important.

As regards essential activities, individual schools are to select those which have the topmost priority as judged from their needs. There is no limit as to the number of essential activities which can be undertaken by a school. However, they should not exceed 60 periods assigned for their teaching; experimentation and some practice during school time since their actual performance will mostly take

place outside school hours or on holidays in the hostels or in the neighbourhood community. In the preceding list of activities common to all geographical areas, essential activities requiring about 60 periods have been indicated.

In case of elective activities, again, there is no restriction to the number, provided they do not exceed a total of 120 periods of instructional time in the school. Depending upon the number of periods needed for attaining a reasonable level of skill in an activity, one to three elective activities should usually be possible in a year.

The elective activities should also include social service projects based on carefully considered needs and pressing problems of the school and the outside community. They should not only be identified with the help of the local community, but also carried on with its cooperation. Projects for adult education, for the non-formal/remedial education of poor/weak children, for service of the sick, the old, the handicapped, and for the sanitation and development of the community will be particularly required by Navodaya Vidyalayas.

The number of activities to be selected should also depend upon the number of groups of students of an optimum size into which different classes and sections should be divided for organizing the Work Experience programme.

Now an optimum size group may be interpreted to mean a group with an optimum number of students ranging from 20-25 who can effectively perform a Work Experience activity with requisite facilities under the guidance and supervision of a teacher. The different classes/class-sections may, therefore, have to be broken into a number of activity groups keeping in mind the number of teachers in the school who can be made available for teaching Work Experience. At the

rate of two or three elective activities per year per activity group, 4-6 activities will have to be selected for a class of 40-50 students which may be divided into two groups. By the same reckoning, 12-18 activities will be required for a three-section upper primary Navodaya Vidyalaya unless some activities are to be repeated over different groups and in different years. However, initially a larger number of activities will have to be selected so that an adequate number is left after balancing has been done in terms of need area and the total time required. Balancing will have to be done from another angle also. Activities requiring fields, workshops and heavy equipment will have to be balanced with those involving minimum of such requirements. As far as possible, schools should endeavour to include at least one field-based activity like gardening/ tree-plantation and/or one workshop-based activity in the list of activities to be pursued by them.

5. Specimen Programme Combinations

A number of Specimen Programme Combinations are given below for Navodaya Vidyalayas. In list X are given programme combinations common to all areas, while List Y contains programme combinations particularly relevant to different geographical areas viz. forest, desert, hilly tribal and coastal areas. However, these programme combinations are purely suggestive and have been given as specimens only. Several other combinations are possible as per the needs of different Navodaya Vidyalayas. For schools located in different geographical areas, many new programme combinations can also be formed by combining activities from the core list with those from the list of activities for different geographical areas.

List X

14 Activity Combinations Common to Schools
located in Different Geographical Areas

Combination-1

<u>Activities</u>	<u>Suitable for Class/ Classes</u>
1. Production of hygiene and health related Materials	VI-VIII
2. Vegetable gardening	VI-VIII
3. Singing	VI-VIII
4. Helping in Educational Development of Community	VI-VIII

Combination-2

1. Preparation of Snacks	VI-VIII
2. Repair and Maintenance of a) Shoes, bags b) non-electrical and electrical household appliances, and c) hostel building	VI VII VIII
3. Pursuit of Hobbies	VI-VIII
4. - Helping the aged	VI
- Volunteer Work in a nearby slum	VII
- Volunteer Work in the local health centre	VIII

Combination-3

1. Creative Printing	VI-VIII
2. Gardening	VI-VIII
3. Helping in Educational Development of Community	VI-VIII
4. Puppetry	VII-VIII
5. Physical Improvement and Development in the Community	VI

Combination-4

1. Keeping a poultry farm	VI-VII
2. Beekeeping	VIII
3. Preparation of Visual Materials on health	VI-VII
4. Gardening	VI-VII
5. Knitting	VI-VII

Combination-5

- | | |
|---|---------|
| 1. Dancing | VI-VIII |
| 2. Doll-making | VI-VIII |
| 3. Preparation of food | VI-VIII |
| 4. Firstaid/medical service
and care of sick | VI-VII |
| 5. Detection of adulteration in
Food stuffs | VIII |

Combination-6

- | | |
|--|---------|
| 1. Wood-work | VI-VIII |
| 2. Embroidery | VI-VIII |
| 3. Dramatics | VI-VIII |
| 4. Helping in agricultural
Operations | VI-VIII |

Combination-7

- | | |
|---|----------|
| 1. Making (a) greeting cards,
(b) stuffed toys, and
(c) fancy items | VI-VIII |
| 2. Vegetable garlanding | VI-VIII |
| 3. Weaving | VI-VIII |
| 4. a) Volunteer work during
local fairs and festivals | VI |
| b) Social Education | VII-VIII |

Combination-8

- | | |
|--|---------|
| 1. Environmental sanitation
and tree plantation | VI-VIII |
| 2. Sewing | VI-VIII |
| 3. Book-binding, stationery making | VI-VIII |
| 4. Dramatics | VI-VIII |

Combination-9

- | | |
|---|---------|
| 1. Preparation of Teaching aids | VI-VIII |
| 2. Playing on local musical instruments | VI-VIII |
| 3. Leather work | VI-VIII |
| 4. Vegetable gardening | VI-VIII |

Combination-10

- | | |
|---|---------|
| 1. Bamboo-work | VI-VIII |
| 2. Preparation and preservation of Food | VI-VIII |
| 3. Helping in agricultural operations | VI-VIII |
| 4. Puppetry | VI-VIII |

Combination-11

- | | |
|---|---------|
| 1. Making items out of waste materials | VI-VIII |
| 2. Bamboo-work | VI-VIII |
| 3. Knitting | VI-VIII |
| 4. (a) Library service | VI |
| (b) Volunteer work during fairs and festivals | VII |
| (c) Volunteer work in a nearby slum | VIII |

Combination-12

- | | |
|--|---------|
| 1. Physical Improvement and Development in the community | VI-VIII |
| 2. Flower-making | VI-VIII |
| 3. Vegetable gardening | VI-VIII |
| 4. Production of Hygiene and health related materials | VI-VIII |

List Y

15. Activity Combinations for Schools located
in Different Geographical areas

Forest Area

Combination-I

<u>Activities</u>	<u>Suitable for class/ classes</u>
1. Collecting forest products and making brews, churans and powders	VI-VIII
2. Cane and Bamboo work	VI-VIII
3. a) Physical improvement and development in the community	VI-VII
b) Preparing New huts-sheds	VIII
4. a) Performing plays based on panchtantra/Pauranic/local stories	VI-VII
b) Beekeeping	VIII

Combination-II

1. Social Education	VI-VIII
2. a) Collection of forest products for use/sale	VI
b) Collection of forest products and making pickles out of them	VII
c) Collection of forest fruits and making jams/jellies/murabbas out of them	VIII
3. a) Maintaining a school museum with forest products	VI
b) Helping in educational develop- ment of the community	VII-VIII
4. Cane and bamboo work	VI-VIII

Desert Area

Combination-I

1. Collection and preservation of local food products and preparation of local items.	VI-VIII
2. a) Spinning of wool	VI
b) Jaipuri gota work/ari tari work	VII
c) Mirror-work embroidery	VIII

- | | |
|---|---------|
| 3. Learning to play local instruments like Suntuor | VI-VIII |
| 4. Social Education including education against social evils and education for proper nutrition | VI-VIII |

Combination-II

- | | |
|--|---------|
| 1. Helping community in agricultural operations including cultivation of rainy season crops, fodder, plants and trees | VI-VII |
| (a) Preparation of a food cooling device with indigenous materials | VIII |
| (b) Cleaning and maintaining a refrigerator, if available | VIII |
| 2. a) Making mullahs and chairs out of sarkanla | VI |
| b) Making and using a solar cooker | VII |
| c) Preparation and maintenance of a desert cooler out of indigenous materials | VIII |
| 3. Staging puppet-shows | VI-VIII |
| 4. Environmental sanitation and improvement including removal of sand from roads and cleaning of public places after storm | VI-VIII |

Combination-III

- | | |
|---|---------|
| 1.a) Preparation of various of different types | VI |
| b) Preparation of local food items | VII |
| c) Collection and preservation of local food products | VIII |
| 2. Creative Printing | VI-VIII |
| 3. a) Making mullahs and chairs out of sarkanla | VI |
| b) Making light-weight quilts | VII |
| c) Lakhwork | VIII |
| 4. Singing traditional songs, songs of bravery, folk-songs. | VI-VIII |

Combination-IV

- | | |
|--|---------|
| 1. Helping community in agricultural operations including cultivation of rainy season crops, fodder, trees and plants. | VI-VIII |
| 2. a) Making muddahs and chairs out of sarkanla | VI |
| b) Making light-weight quilts | VII |
| c) Lakh work | VIII |
| 3. Sewing/embroidery | VI-VIII |
| 4. Participation in local festivals and folk-dances | VI-VIII |

Hilly Tribal

Combination-I

- | | |
|--|---------|
| 1. Growing Medical plants and trees | VI-VIII |
| 2. a) Making pattals and dhas out of tree leaves. | VI |
| b) Rearing fish in small ponds | VII |
| c) Growing fruit-trees | VIII |
| 3. Knitting | VI-VIII |
| 4. Learning and performing tribal folk-songs, instruments & dances | VI-VIII |

Or

Social education including education against unhealthy food practices and in favour of vaccination, preservation of natural environment and use of non-conventional sources of energy.

Combination-II

- | | |
|---|---------|
| 1. Food preservation including | |
| a) Drying and storing of local vegetables | VI |
| b) Preserving local fruits | VII |
| c) Keeping bees and extracting honey | VIII |
| 2. Weaving | VI-VIII |
| 3. a) Making tribal adornments | VI |
| b) Decorating school and hostel in tribal style | VII |
| c) Making a hut/shed with local materials | VIII |

- | | |
|---|------|
| 4. (a) Collection of typical plants,
herbs and flowers | VI |
| (b) Learning the tribal dialect as a
hobby | VII |
| (c) Survey of tribal life and culture | VIII |

Combination-III

- | | |
|--|----------|
| 1. (a) Helping elders in looking after
domestic animals and poultry | VI |
| (b) Rearing fish in small ponds | VII |
| (c) Growing fruit trees | VIII |
| 2. Knitting | VI-VIII |
| 3. Cane and bamboo work | VI-VIII |
| 4. Social education including | VI-VIII |
| (a) education about constitutional
rights and duties | VIII |
| (b) special facilities and concessions
provided by government | VII/VIII |
| or | |
| Environmental sanitation and tree
plantation including | VII/VIII |
| (a) helping in cleaning public places | VII-VIII |
| (b) constructing drains, roads, small
bridges, sheds for school, health
centre, library etc. | VII |

Coastal Area

Combination-I

- | | |
|--|---------|
| 1. Preparation of health-related materials
including making of brooms out of
palm/coconut leaves | VI-VIII |
| 2. Helping community in agricultural
operations including transplantation
of paddy. | VI-VIII |
| 3. Learning (a) to fish by net,
(b) to swim, and (c) to row a boat | VI-VIII |
| 4. Volunteer work during calamities
including raising help to cyclone-
affected people | VI-VIII |

Combination-II

- | | |
|------------------------|----|
| 1. (a) Fishing by hook | VI |
|------------------------|----|

(b)i. Preparing salt	VII
ii. Making banana chips	
(c)i. Using coconut in dal, saibhar chatni	VIII
ii. Making sweets out of it	
2. (a) Repairing fishing nets and accessories	VI
(b) Helping in repairing boats	VII-VIII
3. (a) Learning to perform coastal dances	VI
(b) Making and maintaining an aquarium with local fish	VII
(c) Boat racing	VIII
4. Environmental sanitation and tree plantation including planting trees after flood to check soil erosion.	VI-VIII

Combination-III

1. (a) Helping elders in agricultural operations	VI-VII
(b) Growing trees and fodder	VIII
2. Making toys/utility/decorative items out of coconut and sea-shells	VI-VIII
3. Learning to perform coastal dances	VI-VIII
4. Volunteer work during calamities including rendering help to cyclone-affected people	VI-VIII

1.1. Preparation of an Annual Plan - Once basic decisions regarding the number of activity-groups and the number of elective Work Experience activities to be pursued in the next three years have been taken, an annual plan of work experience for the school should be prepared. In Navodaya Vidyalayas which are residential in nature, it should be possible to cover all or most of the need areas every year under Essential and Elective activities. This should be kept in mind while preparing the Annual Plan.

Specimen - proforma for an Annual Plan is given below:-

Specimen proforma for the Annual ^{plan} of Work Experience for the School (Elective Activities)

Class and Group	Activities	Activities	Activities
	I Term (May-Sept.) = 50 periods	II Term (October-December) = 30 periods	III Term (Jan. to May) = 40 periods

Class VI

Group I

Group II

Class VII

Group I

Group II

Class VIII

Group I

Group II

17 . . Preparation of an Organisational Plan

The realisation of the objectives of Work Experience would depend upon an effective organisation of the Work Experience programme based upon a series of prior decisions including the number of activity groups to be formed. In addition to the annual plan, a carefully worked out organisational plan would be necessary for this purpose. The Organisational Plan would indicate all important details regarding the organisation of the programme. In other words, prior decisions in black and white will have to be taken as to what activities will be pursued by which group of students under the guidance of which teacher at what time and in what manner - class based discussion, demonstration, experimentation, or school based (workshop/garden) Work Practice, or visits/field work outside school, preparation of the organisational plan will not only help in the visualisation and provision of necessary facilities for the programme, but also in the implementation of the programme in a systematic way. For instance, the organisational plan can render valuable help in prior planning and organisation of teacher training for activities in which the school lacks expertise or in engaging expert craftsmen/professionals to teach the activity to the students. Need for resorting to the use of community resources (workshops/farms/business concerns, etc.) will also be indicated by the plan as also the need for liaison with certain individuals or agencies in case of social work projects. The need for conveyance facilities is another point of information which will be thrown up by the organisational plan. In short, minute details needed for effective planning and implementation of the programme will be made possible by the organisational plan. A specimen organisational plan is given below:-

Specimen Proforma for an Organisational Plan in Work Experience (Elective Activities)

Class & Group	Activity	Term/Semester	Teacher	*Place where activity is to be organized	*Resources to be provided	***Contact places		
Classes	No.	Title	Name	Whether reads training	In School Outside School	Tools and materials	Outreaches and facilities	Community Resources

Class VI

Group I 1
2
3

Group II 1
2
3

Class VII

Group I 1
2
3

Group II 1
2
3

Class VIII

Group I 1
2
3

Group II 1
2
3

Specify places classroom, hall, workshop, garden, farm, playground and so on under school and 'workshop', 'Industry', 'business centre, farm, etc. under 'outside school'. * Mention only those which are to be bought/arranged.
** Mention general/individuals to be contacted for arranging community resources/ places.

Scheduling of Activities

As explained earlier, in keeping with the fast-changing and developing interests and aptitudes of students at the upper primary stage, a variety of essential and elective activities are to be organised. An endeavour should be made to cover all the six areas of human need during the three-year duration of the upper primary stage. In fact, in Navodaya Vidyalayas, which are residential schools, it should be possible to cover all or most of the need areas every year under Essential and/or Elective activities. While Work Experience activities from the three areas of health and hygiene, recreation and social service can be undertaken out of school hours, productive activities from the other three areas of food, clothing and shelter and some service-type activities related to school can be arranged during school hours. As children are going to stay in Navodaya Vidyalayas all the 24 hours, work experience activities may be scheduled not only during school hours, but also spread over before and after school time and on holidays. Personal hygiene, environmental cleanliness and decoration of the hostel can certainly be scheduled early in the morning before school. Washing, ironing and repair of clothes, once they have been taught in school, can like wise take place after school or on holidays. Recreational activities like dance-drama, music, film shows etc. can again be organized after school hours, while social service projects can be scheduled for 2-3 hours on Sundays and holidays. As regards the three areas of food, clothing and shelter, activities in these areas can be scheduled during school hours. Change of work experience activities every term twice or thrice in a year has the distinct advantage of providing variety and interests.

Thus in the termwise distribution of activities, essential activities related to health and hygiene may be scheduled every day, while those (essential and elective) related to recreation and social service may be scheduled at least twice a week and once in a fortnight, respectively. The remaining three areas of food, clothing and shelter, may be scheduled for one term or more in respect of elective activities. The termwise schedule of activities, if three elective activities are to be performed in a year, may be similar to the one given below:-

	VI			VII			VIII		
	I	II	III	I	II	III	I	II	III
*1. Health and Hygiene	/	/	/	/	/	/	/	/	/
2. Food	/				/				/
3. Clothing		/				/	/		
4. Shelter (Handicrafts)			/	/				/	
**5. Recreation	/	/	/	/		/	/	/	/
***6. Social Service	/	/	/	/		/	/	/	/

* Health and Hygiene - Before and after school

** Recreation - After School

*** Social Service - On holidays

However, the magnitude of work required for intensive skill-formation in a single activity like bee-keeping or vegetable gardening may require the pursuit of this activity all-through a year. Children, who show keen interest in such activities, may be allowed to pursue them throughout the year.

4. Preparation of a Time-table

After an organisational plan has been prepared, it would be necessary to prepare a detailed time-table. The principal methods/nodes of Work Experience will be discussion, demonstration, experimentation, work practice, visits and observation. Of these, visits and work practice will require the maximum amount of time. Hence block-periods consisting of 2-4 periods may be provided for them in the time-table. These can be scheduled just before lunch or before the end of the school day so as to accommodate the spill-over of activities. Thus a block period comprising of four periods or morning/evening session can be scheduled once in a month for visits to far-away places of work, while four block periods of two periods each can be set aside for productive work during a month (i.e. 24 working days). A specimen time table for the programme is given below:

A specimen time-table in Work Experience

	I	II	III	IV	Recess	V	VI	VII	VIII
Monday	—/								
Tuesday							—/		—/
Wednesday	—/								
Thursday									—/
Friday									
*Saturday						—/	—/	—/	—/

* Visit on one Saturday in a month only.

In case, there is an expert teacher in one or more areas of Work Experience, it may not be possible to arrange Work Experience in that area for all the classes at the same time. In that case, the Work Experience periods may be arranged in such a way that the activity can be taught to all the classes at different timings in the day.

20. Provision of Infrastructural Facilities

In accordance with the list of selected activities, infrastructural facilities i.e. space (including storing, space, working space i.e. hall/workshops/farms/fields/garden, etc.), necessary equipment/furniture and consumable materials may be provided for the execution of the work experience programme.

Infrastructural facilities in the local community which can be utilised to advantage for practical/on-the-job training in real life situations may also be identified and arranged. Advance action will be required for this purpose, preferably in summer, Dussehra/Diwali or winter vacations. The Principal in cooperation with the Work Experience coordinator and teachers in charge of various activities may take action in this direction.

17. Teacher Deployment and Training

According to the philosophy of Work Experience, all teachers are to teach and supervise Essential activities and one or two Elective activities. This would require general orientation in the subject for all teachers and skill training for some in elective activities with the help of experts actually engaged in the job. It would, therefore, be necessary in the beginning to find out the existing expertise and interests of teachers for various Work Experience activities, which would not only help in the selection of the list of Work Experience activities, but also in arranging teacher training in these activities for which all other resources exist except teacher expertise. For these activities arrangements would have to be made for teacher training with the help of local craftsman/professional experts either on holidays or during vacations. Initial training can also be organized along with the first batch of students learning

a particular activity with the help of outside experts. If teachers are interested in a particular activity and enthusiastic about its performance, they will build up the requisite competence for teaching it over a period of time after receiving initial training in it. In due course of time, every teacher should acquire competence in teaching at least two work experience activities, one of which requires greater specialization.

Besides this, it may be necessary to employ experts from the community for teaching updating some activities on a part time basis. Some honorarium may be provided for this purpose. The regular Work Experience teacher should be entrusted with the task of planning, coordinating and monitoring the Work Experience programme in the school. So far as Work Experience activities before or after the school hours are concerned, they may be supervised by the hostel wardens or the teachers living on the school campus.

2. Teaching Learning Strategies

Problem-solving approach is the best approach for the teaching-learning of Work Experience. Identification of the needs and problems of children, their school and the community and the task activities which need to be performed for the satisfaction of the needs or the solution of problems should precede the performance of a Work Experience activity. This would require a thorough discussion of the problem, action needed for its solution and tools and materials required for its performance.

The Teaching-learning process in Work Experience is to proceed in three phases (1) study of the world of work through observation and enquiry, (2) observation of practical demonstration or actual performance of an activity followed by experimentation with tools and materials and (3) work practice.

as regards the activities for social work/community service, a survey may be required followed by actual rendering of the social service in close contact or cooperation with the community. The study of the world of work will be more scientific and systematic at the upper primary stage and social aspects of work should be given greater attention. The use of harder materials like leather, wood and metal is also possible at this stage. Services performed should similarly be of a harder and more strenuous type. Work practice should lead to the production of goods and services in greater number which may be disposed off through distribution or sale. Under the ^{learn} 'while you learn' programme which can be started on an optional basis in some schools, mass production of selected goods can be undertaken for bringing in cash returns. An annual plan of work should be prepared for the school as a whole and for each class so as to facilitate the undertaking of this programme in a streamlined way..

23. Evaluation of Work Experience

The purpose of evaluation in Work Experience as in any other subject is to assess the progress that students are making towards the goals set out for the programme and to find out the effectiveness of the methods being used to promote the goals. The content of evaluation in Work Experience would be (1) attitudes and qualities for work, (2) work skills, and (3) knowledge and understandings related to work. The techniques and methods of evaluation would include observation and anecdotal records for attitudinal and personality development, observation, examination of the actual performance of an activity or its product on the basis of predetermined criteria and oral questioning and examination of student diaries for ascertaining the acquisition of knowledge and understanding.

Evaluation of Work Experience should take place according to a well-designed scheme of continuous and comprehensive evaluation by the teachers teaching the subject. While informal evaluation of the attitudes, personal-social qualities and knowledge of the world of work should accompany the performance of activities by students, evaluation of the skill competence should also be made on the basis of the product created by them at the end of an activity. The quality and usefulness of the social service performed is to be assessed both during and after its performance. Skill development should be given about 50% weightage, while attitudinal and knowledge development should be assigned 20 and 30 percent weightage. A five-point scale with A for outstanding, B for Very Good, C for Good, D for Minimum Acceptable level of performance and E for poor/unsatisfactory performance may be used.

Teachers should keep systematic records of pupils' progress in Work Experience. Pupils should also maintain their own record cards/diaries and make entries in them at the beginning and end of an activity which may be countersigned by the teacher. Teachers should record assessment of an activity at the end of each operational stage of the activity or its final completion. A cumulative record card may be prepared by taking all assessments into consideration. The cumulative record will give at a glance complete picture of the attainments of a pupil on Work Experience all through the year.

DETAILS OF WORK EXPERIENCE ACTIVITIES

COMMON TO ALL GEOGRAPHICAL AREAS

Essential Activities

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

27 Details of work experience activities Common to all geographical areas.

| Essential activities | | Need Area : Health and Hygiene | | | |
|----------------------|--|---|---|---------|-----------------------------|
| S.No. | Main Activities | Specific Activities | Tools & Materials required | Class | No. of periods required |
| 1. | 2. | 3. | 4. | 5. | 7. |
| 1. | Maintaining personal cleanliness i.e. cleanliness of different parts of the body especially nose, ears, eyes, feet, nails | <ol style="list-style-type: none"> Cleaning of teeth Regular bathing Washing hair (Twice in a week) Cutting of nails (once a week) Washing hands before and after meals | Buckets, mugs, tooth powder, paste/neem datu, brush, towel, nail cutter/scissors, bathing soap, hair oil. | VI-VIII | Before school & on holidays |
| 2. | Maintaining cleanliness in the hostel i.e. <ol style="list-style-type: none"> Jan. room/corridor, Corridors/verandahs, dining room, common room, front/open space etc. Wash-basins Toilets | <ol style="list-style-type: none"> Throwing rubbison/paper in the waste-paper basket/garbage can. Dusting doors, windows, furniture, etc. Sweeping/washing, mopping the floor. Flushing toilets after use. Using wash-basins properly and cleaning them. Removing cobwebs (Once in 2-3 weeks) | <ol style="list-style-type: none"> Waste paper basket Garbage can Broom Duster Cleaning powder Phenyle orn-cut clothes Mo Scrubber | VI-VIII | |

| | | | | | | |
|----|----|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|----|----|----|----|----|----|----|

7. Cleaning window-panes/door knobs (once in a month)

3. Maintaining cleanliness
a) in the classroom, floor, walls, ceiling, windows, furniture

1. Sweeping the floor
2. Putting rubbish in waste-paper basket
3. Mopping the floor

proc s, waste-paper basket, cobweb-removers, brushes, cleaning powder, mop, scrubber

VI-VII
ZERO periods of ten minutes everyday before or after school.

GROUP WORK on rotation basis.

4. Moving cobwebs.

5. Cleaning windows.

6. Polishing furniture, doors & windows

7. Cleaning door-knobs.

b) in the school mess
i.e. Kitchens, corridors, assembly hall, playgrounds, lawn.

1. Sweeping
2. Washing
3. Mowing the lawn and watering it.

BRUSHES, Garbage-can baskets, mops, lawn-mower

VII-VIII

"

"

Decorating Classroom, School, Hostel

| 1.
S.No. | 2.
Main Activities | 3.
Specific Activities | 4.
Tools & Materials required | 5.
Class | 6.
No. of periods | 7.
Remarks |
|-------------|--|--|---|-------------|----------------------|---------------------------------------|
| | | <u>Class room</u> | Fancy crape paper, balloon, wall-hangings, gum, thread, plus, scissors, nails, hammer, colour powder, brushes, flower vases, etc. | VI-VIII | Zero pos. | Group work |
| 4. | Decorating classroom, School and hostel | <ol style="list-style-type: none"> Decorating with bunting, streamers, balloons, wall-hangings. Making flower arrangements. making rangoli designs. | | | | |
| | | <u>School, hostel</u> | | | | |
| | | 1. Decorating with bunting, streamers, balloons, wall-hangings on festivals/functions. | -do- | -do- | -do- | -do- |
| | | 2. Making flower arrangements and rangoli designs in the cinningroom, visitor room common room. | -do- | VII | -do- | -do- |
| | | 3. Making flower arrangements and rangoli designs in the front porch, assembly-hall, school library. | -do- | VIII | -do- | -do- |
| 5. | Maintaining purity/cleanliness of water for drinking and wash in:-
a) in their own room/cinning, room/hostel
b) in the bathrooms | <ol style="list-style-type: none"> Keeping drinking water covered before and after use. Using a lota with a long handle for taking out water Keeping the space around/under a tap/hand-pump/cool-r/ | Broom, brush/ piece of cloth, lota with a handle covers for pots/surahis, bucket for dirty water/ wash basin. | VI-VIII | | To practice it as part of daily life. |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|----|--|-------------------------------|---------|---------------------------------|------------------------------------|
| c) of the water-tank in the school/hostel. | | | | | | |
| | | well clean & dr. | | | | |
| | | 4. Turning off the tap after taking water. | | | | |
| | | 5. Using storec water by bucketfuls in a clean way. | | | | |
| | | 6. Emptying and cleaning the water tank (Once in two-three months) | | | | |
| | | | | VI-VIII | | On holiday |
| 6. safe/proper keeping of eatables in one's room/corridor | | 1.a) keeping eatables in camp-proof boxes. | | | | |
| | | b) keeping them in a clean place away from ants, flies and other insects. | 1. Containers with tight-lids | | | To practise as part of daily life. |
| | | | VI-VIII | | | |
| 7. Keeping necessary health records in respect of self. | | e) measuring one's height and weight and recording it (Once in three months) | 1. Measuring tape | VI-VIII | 2-10 times of 10 minutes daily. | group work on rotation basis. |
| | | | 2. Weighing machine | | | |
| | | | 3. Note-book/diary | | | |
| | | | 4. Thermometer | | | |

Work Experience Activities Common to all
Geographical Areas

Neel area: Food

| S. No. | Main activities | Specific activities | Tools and materials required | Glass for which suitable | No. of periods required | Remarks |
|--------|-----------------|---------------------|------------------------------|--------------------------|-------------------------|---------|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. |

1. Washing and cleaning of utensils

1. Carrying them to the basin.
2. Cleaning them with soap/powder
3. Washing them
4. Wiping them dry
5. Putting them back in proper place.

Cleaning powder/
soap, scrubber,
clean cloth.

VI-VIII
after meals
every day

VI

Thalis, Sieves,
Knives, choppers,
rubbish cans.

1. Cleaning of cereals such as rice, pulses, wheat etc.
2. Washing, reeling, churning and cutting of vegetables
1. Wiping the table clean
2. Making systematic arrangement of utensils
3. Decorating the table with flowers
4. Serving food
5. Clearing and cleaning the table

(5 minutes
before lunch
and dinner)

| 1. | 2. | 3. | 4. | 5. | 6. |
|---|----|--|---|----|------------------------------------|
| 3. Preparation of menu | | | | | |
| | | 1. Dividing the class into five groups | 1. Paper/note book, pen/pencil | | 1. for discussion and finalization |
| | | 2. Organizing a meeting of the group | | | |
| | | 3. Selecting items for the menu keeping in mind the following considerations:- | | | |
| | | a) Seasonal food items available | | | |
| | | b) their comparative price | | | |
| | | c) Students' tastes | | | |
| | | d) food value of each item | | | |
| | | e) ensuring variety and balance in the diet. | | | |
| | | f) Discussing with mass parents as to what things are to be purchased | | | |
| 4. a) Helping in the purchase of vegetables and other cooking materials | | 1. Discussing with mass parents as to what things are to be purchased | 1. Paper/note book, pen/pencil, shopping list, bags/baskets, etc. | | |
| | | 2. Making a list of them | | | |
| | | 3. Visiting the market | | | |
| | | 4. Comparing quality and prices | | | |
| | | 5. Making purchases | | | |
| | | 6. Carrying them back | | | |

VIII

| 1. | 2. | 3. | 4. | 5. | 6. |
|---|--|------|----|------------------------------|----|
| 1. Keeping a record of the money received and payments made | File-cover, register, paper, pen/pencil | VIII | 5 | For teaching and supervision | |
| 2. Entering items of expenditure every day | | | | | |
| 3. Working out the balance | | | | | |
| 4. Maintaining record of bills and receipts in a file | | | | | |
| 5. Maintaining the account book properly. | | | | | |
| 1. Procuring the necessary materials | a) Jug/ratila, bowl, spoons, knife, curds, lemons, sugar, salt, pepper, chat masala | VI | 5 | | |
| 2. Preparing the items according to the right process | b) Pots, spoons, ladle, knife, bread, cucumber, tomato, butter, salt, pepper | VII | | | |
| 3. Cleaning after preparation | c) Pots, ladles, bowl, tawa, chakla-belan, vegetables, rice, dal, salt, pepper, ghee | VIII | | | |
| 4. Serving the food item | | | | | |

Work Experience Activities Common to all Geographical Areas

Need Area: Clothing

| S.N. | Main Activity | Specific Activities | Tools and Materials Required | Class | Periods | Remarks |
|------|---------------|---------------------|------------------------------|-------|---------|---------|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. |

Care of school uniform

(a) 1. Ironing washing and ironing of school uniform (cotton)

2. Ironing of school uniform (cotton)

3. Fixing of buttons, hocks, buckles, etc.

4. Washing plastic materials and canvas shoes, polishing shoes.

(b) 1. Ironing washing and drying of turritob uniform/clothes

2. Ironing of turritob uniform/clothes

3. Ironing of lining and keeping of clothes

4. Mending repair of clothes - hemming, joining of seams, repairing tears.

VI

10 periods

Mainly for teaching and learning by students.

VII

6.

5.

4.

3.

2.

VIII

(c) 1. Proper washing and
drying of woollens.

2. Removal of stains -
tea, haldi, colour,
ink, etc.

3. Simple darning

Work Experience activities common to all General level areas

Need Area : Shelter

| 3.No. | Main activity | Specific activities | Tools and Materials required | Class | Part 1 | Part 2 |
|-------|---------------------------------|---|--|-------|--------|--------|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
| 1. | Repair and/or maintenance of :- | 1. Repair repairs of walls, floor and roof.
2. Dewatering the courses in the playground.
3. Keeping the and the fixtures in regular order | Testla, kas, drum, tins/buckets, knecals, ladder, lime, oil, ur, gun, hammer, screw driver testla, brick, crush, pickaxe, shovel | VI | 10 | |
| b) | Notes: tests and/or -up. | 1. Chaudhary washer and valves
2. Chaudhary safoda to plug the leak
3. Tightening nuts and bolts.
4. Chaudhary grease | Wrench, hammer, screwdriver, threadline, safoda. | | | |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---------------------------------------|--|--|--|-----|----|----|
| | c) Wood work | <ol style="list-style-type: none"> 1. Minor repair of doors and windows 2. Fixing and replacing of hinges and bolts 3. Fixing glass panes | <p>Hand-saw, hammer, chisel, screw-drivers, file, pier, nail-puller, drilling machine, tri-square, measuring-tape, sand paper, nails and screws, hinges, fivelock, wood, polish.</p> | VII | 10 | |
| 1; Electrical fittings and appliances | <ol style="list-style-type: none"> 1. Use of electrical tester-bolt pen-type and bulb type 2. Replacement of bulb and tube etc. 3. Replacement of fuse 4. Change of cells and batteries in torch and transistor, radio, checking and clearing of contact points, maintenance of cells and batteries. | <p>Tester - pen type and bulb-type, file of different types, fuse-wire, bulb, rcd.</p> | VIII | 10 | | |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|--|---|---------|----|--|----|
| 2. Decorating the classroom, school and hostel. | 1. By streamers, bunting, balloons, etc.
2. By flowers and flower-arrangement
3. By rangoli
4. By using charts, pictures, medals, beautiful objects, decoration places, wall hangings, etc. | Fancy crop and paper scissors, tin, stick, balloons, flower, thread, beads, flower nets, charts, pictures, medals, beautiful objects, wall hangings, crush, paints, hammer, nails | VI-VIII | | 1. On festivals and functions
2. Creativity of activities to increase in each class | |

Work Experience Activities Common to all Geographical Areas

| Need Area: Recreation | | | | |
|-------------------------|--|--|--|--|
| S.Nr. | Main activity | Specific activities | Tools and Materials required | Class |
| 1. | 2. | 3. | 4. | 5. |
| No. of periods required | | | | |
| 6. | | | | |
| 7. | | | | |
| Remarks | | | | |
| 1. | Celebration of :-
a) national days such as Republic Day, Independence Day, Gandhi Jayanti | 1. Participation in republic day parade, folk songs and dances.
2. Singing national/patriotic songs.
3. Flag-hoisting on Independence Day
4. Singing Gandhiji's favourite bhajans and songs on Gandhi Jayanti
5. Organising talks by national leaders/social workers prominent persons
6. Organising cultural shows
7. Organising games and sports.
8. Decorating the school building
9. Arranging for refreshment | National flag, sports/parade dance costumes, stage, public address system, colour and brush for alpana, fancy and edicourse paper cloth for bunnings/flags etc., musical instruments, dance accessories. | VI-VIII |
| | | | | To be organised in the time allotted for co-curricular activities. |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|----|----|----|----|----|----|----|
|----|----|----|----|----|----|----|

| | | | | | | |
|--|----------------|----------------|---------|--|--|--|
| b) festivals and jayantis such as Diwali, Holi, Christmas, Guru Nanak's birthday, I-l-ul-Elter, Moha-vir Jayanti, Buddha Jayanti, Guru Govindas Jayanti, Ganesh Jayanti. | Same as in (a) | Same as in (a) | VI-VIII | To be organized in the time allotted for co-curricular activities. | | |
|--|----------------|----------------|---------|--|--|--|

| | | | | | | |
|---|---------------------------------------|---|---------|-------|--|--|
| c) days of national and international importance such as Children's Day, Teachers' Day, U.N. Day. | Same as above and also for T.N. Day:- | " | VI-VIII | - - - | | |
|---|---------------------------------------|---|---------|-------|--|--|

| | | | | | | |
|--------------------------|--|---|---------|--|--|--|
| 2. Co-curricular Singing | 1. Singing patriotic songs in groups | Music instruments such as harmonium, tabla/sholuk/manjira, etc. | VI-VIII | To be organized in the time allotted for co-curricular activities or during out-of-school hours. | | |
| | 2. Singing songs from different parts of the country. | | | | | |
| | 3. Singing songs celebrating various facts of life. | | | | | |
| | 2. Films shows/slides shows on foreign countries in the U.N.O. | Charts/posters/films/slides on U.N.O and member countries. | | | | |
| | 2. Talks by foreign delegates | | | | | |

| 1. | 2. | 3. | 4. | 5. | 6. |
|--|--|--|--|---------|--|
| 3. Putting up variety entertainment shows | 1. Planning the programme
2. Distribution of parts
3. rehearsal of items
4. Stage-setting
5. Costume designing/arrangement | 1. Planning the programme
2. Distribution of parts
3. rehearsal of items
4. Stage-setting
5. Costume designing/arrangement | Stage, costumes, make-up, public address system, musical instruments | VI-VIII | To be organised in the time allotted for co-curricular activities. |
| 4. Putting up fancy dress shows/competitions | 1. a) Dressing up in regional/local foreign dresses.
b) Dressing up as well known personalities
c) Dressing up in costumes for different occupations.
2. Displaying the dresses
3. Judgement by experts in a competition.
4. Distribution of prizes, if so decided. | 1. a) Dressing up in regional/local foreign dresses.
b) Dressing up as well known personalities
c) Dressing up in costumes for different occupations.
2. Displaying the dresses
3. Judgement by experts in a competition.
4. Distribution of prizes, if so decided. | Fancy dresses, appropriate make-up, stage or open space for display, chairs/corset for judgements, spectators, arrangement for background music. | VI-VIII | To be organised during the time allotted for co-curricular activities. |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|---|--|---------|---|----|----|
| 5. Participation in
<u>antakshari</u> | 1. Deciding the subject | radio, P.V.,
films, news-
papers, maga-
zines, books. | VI-VIII | To be commis-
sioned during the time
allotted for
co-curricular
activities. | | |
| - On s n's, books,
films, cities,
temples, etc. | 2. Forming groups | | | | | |
| | 3. Tossing the first
turn | | | | | |
| | 4. Starting antakshari | | | | | |
| | 5. Continuing till a
group accepts
defeat | | | | | |

Work Experience Activities Common to All Geographical Areas

| S.N. | Main Activity | Specific Activities | Need Area : Social Service | | Periods | Remarks |
|------|---|--|--|---------|---------|---------------------------------|
| | | | Tools and Materials Required | Class | | |
| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
| 1. | Holding in the distribution of stationery, school uniform and bed linen, etc. | <ol style="list-style-type: none"> 1. Distribution of books and stationery 2. Distribution of school uniform - i.e dress, socks, shoes, etc. 3. Distribution of woollens, towels, bed linen, etc. 4. Maintenance of accounts | Books, stationery, school dress, shoes, socks, bed-linen, account book | VII | | To be done out of school hours. |
| 2. | Running a post office corner in the school | <ol style="list-style-type: none"> 1. Selling postage 2. Collecting mail and posting it. 3. Distributing mail 4. Operating a savings bank account for students. | Postage, safe for keeping money, registers | VIII | | To be done out of school hours. |
| 3. | Recruiting teachers in weak students in the school | <ol style="list-style-type: none"> 1. Identification of weak students with the help of teachers. 2. Grouping them as per their weakness. 3. Holding them in related subjects. | Copy/diary, pen, help/supplementary books, improvised/other teaching aids. | VI-VIII | | To be done out of school hours. |

DETAILS OF WORK EXPERIENCE ACTIVITIES
COMMON TO ALL GEOGRAPHICAL AREAS

Elective Activities

Work Experience Activities Common to all Geographical Areas

(1) Elective Activities

Need Area : Health and Hygiene

- 64 -

| 1. | 2. | 3. | 4. | 5. | 6. |
|---|----|----|----|------|-------|
| 1. Production of hygiene and health related materials such as :- | | | | | |
| a) brooms/brushes, dusters, waste paper baskets, reetha powder, shikakai powder. | | | | | |
| b) Digestive churan, amit dhara, balm, desi tea, home made cough syrup (with ginger, honey and black pepper) | | | | | |
| c) tooth-powder, detergent powder, washing soap, phenyl. | | | | | |
| 1. Collecting the necessary materials. | | | | | |
| 2. Making the product | | | | | |
| 3. Bottling/storing in proper containers | | | | | |
| 4. Using the product properly. | | | | | |
| a) Bamboo strips, khajri/ palm leaves, wire/ plastic tape/sutli, empty tins/boxes, paper, gun paint, brush, cloth, thread, needle, scissors, reetha nuts, shikakai beans. | | | | VI | 40-60 |
| b) as suggested by a local vaid | | | | VII | 40-60 |
| c) Tooth powder - charcoal, soda bicarb, salt | | | | VIII | 40-60 |
| Detergent powder - washing soda, detergent, Trisodium phosphate, liquid soap, animal, blue colour, rubber gloves, a large basin, plastic bags | | | | | |
| phenyl - soft soap, pine oil, water, plastic bucket, bottles. | | | | | |

| | | | | | |
|----|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. | 6. |
|----|----|----|----|----|----|

Washing soap - 1 kg. chl,
caustic soda, water,
weighing scale, measuring
bottle, box for keeping
soap, cloth pieces.

2. First aid, Medical
Services and Care
of the Sick

- | | | | |
|---|--|---------------------|-------|
| 1. a) Taking temperature
b) Counting pulse
c) Recording them. | Thermometer
Cotton wool, anti-
septic/cintrants. | 1-3 VII
4-5 VIII | 10-60 |
| 2. Cleaning sterile cuts and
applying ointment/medicine/
antiseptic | | | |
| 3. Making & squirting a first
aid box | | | |
| 4. Cleaning and dressing of
sterile wounds and burns.
Care of sterile syring. | | | |
| 5. <u>Taking care of the sick :-</u>
Making bed, applying cold
packs, changing dress, sponging,
feeding liquids and solids,
giving medicines prescribed
by the doctor. | | | |

| 1. | 2. | 3. | 4. | 5. | 6. |
|--|--|---|--------------|----|-------|
| 3. Preparation of visual materials such as albums, flashcards and charts on health and hygiene viz., | 1. Identification of the specific subject and the type of visual materials needed. | 1. Carlsheets/card board/chart paper | | | |
| | 2. Collecting materials needed for making it. | 2. Writing pen and nib. | | | |
| a) Healthy practices of living i.e. early rising, personal hygiene, regular elimination, etc. | 3. Preparing the visual material | 3. Colours | | | |
| | 4. Using the visual material for the benefit of the students and the community. | 4. Brushes | VI | | 10-60 |
| b) Acting, play and exercise, rest and relaxation. | | 5. Photographs/cld magazines | | | |
| c) Common diseases such as malaria, influenza, diarrhoea, dysentery, conjunctivitis, etc. | | 6. Album | VII | | 10-60 |
| | | 7. Scissors. | | | |
| i. Detection of adulteration in food stuffs | 1. Discriminating between adulterated and unadulterated food items. | | VIII | | 10-60 |
| a) Milk (water and starch only) | 2. Identifying the extent and kind of adulteration | | | | |
| b) Spices | 3. Locating the sources of supply of unadulterated materials | Lactometer jar, lactometer, dairy floating thermometer, iodine solution, test-tubes, spirit-lamp, tripper, other equipment and materials as advised by the concerned government department. | VII/
VIII | | 10-60 |
| c) Flour | | | | | |
| d) Pulses | | | | | |
| e) Fats/oils | | | | | |

Work Experience Activities Common to all Geographical Areas

Need Area: Food

Objectives

S.Nr. Main activity

Specific activities

Tools and Materials required

Class for which suitable

No. of periods required

1. 2.

3.

4.

5.

1. Preparation of food

a) Preparation of snacks

1. Besan cheela

1. Making batter of besan with salt and kasalas

2. Outturn onions, coriander leaves, green chillies.

Cooking oil, besan, onions, dhania leaves, salt, chillies and masalas. Flat surface tawa and wooden utensils.

(2) VI

15-20

3. Mixing in the batter

4. Frying cheelas on flat surface

2. Potato chha

1. Boiling potatoes and cutting them into small pieces

Karahi, khurfi, thali, potatoes, chha, cooking oil, salt, chillies.

2. Cleaning and washing potato, salt.

3. Heating oil and frying potato till its soles s-latter

| 1. | 2. | 3. | 4. | 5. | 6. |
|------------|----|---|--|-----|-------|
| | | <ol style="list-style-type: none"> Putting onions, karhi patta and green chillies and frying them Adding potato pieces and frying them Putting loha, salt, haldi masala, lime and some sugar Stirring and cooking till it is done | | | |
| 3. U--ara | | <ol style="list-style-type: none"> Frying suji in oil after frying rai, karhi patta, green chillies, and peanuts Taking it off the fire Adding boiling water and further cooking it till it is ready. | <p>Suji, cooking oil, sugar, mirchi, salt, coriander, leaves, peanuts.</p> | | |
| 1. Pakoras | | <ol style="list-style-type: none"> Making batter of besan and putting salt and masalas in it. Cutting vegetables Dipping vegetable pieces in batter and frying pakoras. | <p>Besan, cooking oil, salt and masalas, soda bicarb</p> | VII | 15-20 |

| 1. | 2. | 3. | 4. | 5. | 6. |
|--------------------------------|--|---|------|----|-------|
| 2. Samosas | <ol style="list-style-type: none">1. Kneading maida with a little salt and oil2. Boiling potatoes and cutting them into pieces2. Making potato filling for samosas4. Rolling maida balls and cutting them into balls5. Shaping them into samosas and filling them with samosa mixture6. Frying samosas in oil | <p>Maida, cooking oil
potatoes, karahi,
pomi, thali, bowl,
salt, masalas.</p> | | | |
| 3. Mathris | <ol style="list-style-type: none">1. Kneading maida with a little salt, oil and ajwain2. Making balls and rolling them3. Frying mathris | <p>Karahi, thali, pomi,
maida, cooking oil,
salt, ajwain.</p> | | | |
| 1. Vada (Memon/
Urdu/Chans) | <ol style="list-style-type: none">1. Soaking dal overnight2. Grinding it rough3. Mixing salt and masala4. Shaping into vadas and frying. | <p>Urdu dal, salt, and
cooking oil, karahi
pomi, thalis</p> | VIII | | 15-20 |

| 1. | 2. | 3. | 4. | 5. | 6. |
|----------------------------------|--|---|----|----|-------|
| 2. Idli | <ol style="list-style-type: none"> 1. Soaking rice and urad dal overnight 2. Grinding it and mixing with salt 3. Fermenting the mixture for a few hours 4. Steaming idlis 5. Making chatni out of gram dal and coconut. | <p>Rice, Urad dal, salt, roasted gram dal, green or dry coconut, green chillies, coker/idli pot and idli frame, mixer-grinder/stone grinder, pots, bowls, thalis, ladles.</p> | | | |
| 3. Dosa | <ol style="list-style-type: none"> 1. Soaking rice and dal overnight 2. Grinding them together with salt 3. Boiling potatoes and making masala out of them 4. Frying dosas. | <p>Rice, Urad Dal, Cooking oil, potatoes, onions, green chillies, salt, dal, pots, flat tawa, ponis, ladles, plates</p> | | | |
| (b) Preparation of milk products | <ol style="list-style-type: none"> 1. Boiling milk and cooling it till it is lukewarm 2. Putting half a spoon of curds, stirring and covering it 3. Keeping it for 12 hours | <p>Yogurt, steel/earthen china bowl, milk, a little curd</p> | | VI | 15-20 |
| 1. Dahi | | | | | |

| 1. 2. | 3. | 4. | 5. | 6. |
|------------|--|---|-----|-------|
| 2. Yoghurt | 1. Boiling milk with sugar
2. Boiling and putting half a spoon of curd
3. Stirring and covering it
4. Keeping it for 4-12 hours till it is ready | pot, sugar, curd, steel/earthen/china bowl | | |
| 3. Custard | 1. Boiling milk and taking it off the fire
2. Mixing custard powder in a little cold milk
3. Mixing it in the rest of milk
4. Stirring it while heating and putting sugar in it
5. Boiling and garnishing with fruits. | pot, karahi, ladle, cup, spoon, milk, custard powder, bowl, fresh curd, fruits. | | |
| 1. Butter | 1. Making curd
2. Churning it till butter is separated
3. Putting in cold/hot water till butter solidifies
4. Taking out butter | Curds, churner, pots water | VII | 15-20 |

| 1. | 2. | 3. | 4. | 5. | 6. |
|----|--------------|--|--|----|----|
| 2. | paneer | <ol style="list-style-type: none"> 1. Boiling milk 2. Putting curds/paneer juice/citric acid/salt into it 3. Stirring it till water and paneer are separated 4. Sieving out water 5. Putting paneer in a cloth and putting weight over it to squeeze out water and make it even | Milk, curds/paneer/citric acid/salt | | |
| 3. | Suji ki khir | <ol style="list-style-type: none"> 1. Frying suji in a little ghee 2. Taking it off the fire 3. Pouring milk and stirring it 4. Putting sugar and stirring it till it is ready | <p>ict, ladle, karahi, khurri, suji, ghee, milk, sugar, cardamom</p> | | |

| 1. | 2. | 3. | 4. | 5. | 6. |
|-----------------|--|----|--|------|-------|
| | | | | | |
| 1. Rice kheer | 1. Boiling milk | | Ice, laddle, rice, milk, sugar, cardamom | VIII | 15-20 |
| | 2. putting rice in it | | | | |
| | 3. Stirring it till it is ready | | | | |
| | 4. Mixing sugar and cardamom | | | | |
| 2. Burfi | 1. Boiling milk | | Ice, karahi, khurdi, thali, milk, sugar, cardamom | | |
| | 2. Stirring it till it solidifies | | | | |
| | 3. adding sugar and pouring it in a thali | | | | |
| | 4. Cutting it into pieces when it cools | | | | |
| 3. Gulab Jannun | 1. Taking khoya | | | | |
| | 2. Mixing a little maida in it | | Thali, karahi, ice, pencil, laddle, khoya, maida, soda bicarb, sugar | | |
| | 3. shaping it into small balls and frying them | | | | |
| | 4. Making syrup out of sugar | | | | |
| | 5. Soaking gulab jannuns in the sugar syrup. | | | | |

| 1. | 2. | 3. | 4. | 5. | 6. |
|--|--|--|----|-------|----|
| <u>C. Preservation of food</u> | | | | | |
| 1) Drying of seasonal vegetables such as cauliflower, turnips, carrots, methi, arula pulina, karola, arula | <ol style="list-style-type: none"> 1. Identifying vegetables for drying 2. Washing, cutting, chopping them 3. Drying and storing properly | Vegetables, mats/thalis, tins/bags for storing | VI | 15-20 | |
| 2) Drying of seasonal fruits such as apples, plums, kaurani, anardana, raw mangoes | <ol style="list-style-type: none"> 1. Identifying fruits for drying 2. Washing and cutting, if necessary 3. Drying and storing them properly. | Fruits, mats/thalis, tins for storing | | | |
| Making pickles of seasonal vegetables | <ol style="list-style-type: none"> 1. Selecting vegetables 2. Washing and cutting 3. Collecting and adding salt, spices and oil in proportion 4. Putting them in a dry jar 5. Putting them in the sun | Vegetables, lime, mangoes, spices and salt, jars, thalis, knives | VI | 15-20 | |
| 1. Mixed vegetables | | | | | |
| 2. Lima | | | | | |
| 3. Mung | | | | | |

| 1. | 2. | 3. | 4. | 5. | 6. |
|--|----|--|--|------|-------|
| 3. Preparation of | | | | | |
| 1) squashes - lemon and oranges | | 1. Selecting lemon and oranges | Lemon, orange, citric acid, preservative | VIII | 14-20 |
| | | 2. Extracting juice | pots, ladles, sterilized bottles, juice extractor, sieve | | |
| | | 3. Making syrup of sugar | | | |
| | | 4. adding juice to syrup | | | |
| | | 5. adding preservative | | | |
| | | 6. preserving it in sterilized bottles | | | |
| | | 7. Calculating the cost | | | |
| 2) Sherbats - gulab, kowra, khas, rocha-afza (any two) | | 1. Making syrup of sugar | Sugar, essence of gulab, kowra, khas, rocha-afza, | | |
| | | 2. adding essence to sugar | citric acid, preservative | | |
| | | 3. adding preservative | lids, bottles, sterilized bottles. | | |
| | | 4. preserving it in sterilized bottles | | | |
| | | 5. Calculating the cost | | | |

| 1. | 2. | 3. | 4. | 5. | 6. |
|------------------------|--|---|---|----------------|-------|
| | 01 | | | | |
| | Preservation of jam/
jelly- mixed fruit,
apple, pine-apple,
guava, mango | <ol style="list-style-type: none"> 1. Selecting the right kind of fruit 2. Making pulp of it 3. Adding sugar and cooking it 4. Preserving in sterilized bottles. | Seasonal fruits,
apple, pine-apple,
guava, mango, surar,
preservative, rots,
ladles, sterilized
bottles. | VIII | 15-20 |
| 2. Vegetable Gardening | <ol style="list-style-type: none"> a) Growing leafy vegetables such as bhania, podina, spinach, chaulai, methi, sarson, kulla | <ol style="list-style-type: none"> 1. Laying out the garden and fencing it 2. Preparing the soil 3. Manuring and watering it 4. Sowing the seeds and/or transplanting the seedlings 5. Watering the beds 6. Weeding, mulching, earthing 7. Using insecticides, if necessary 8. Picking and disposing off vegetables through distribution/sale | Spade, kudali, khurpi, sickle, tasla, bamboo sticks, sutli, seeds, manure, insecticides, water pipe | VI-VIII
-Y- | 40 |

| 1. | 2. | 3. | 4. | 5. | 6. |
|--|--|--|------|----|----|
| b) 1) Growing summer vegetables such as bhindi, brinjals, tinda, ghia, karola, torai, cucumber, tomatoes | 1. Laying out the garden and fencing it | Spade, kudali, khurpi, stickle, tasla, bamboo sticks, sutli, seeds, manure, insecticides, water-pipe | VII | 80 | |
| 2) Winter vegetables such as cauliflower, cabbage, turnips, radish, carrots | 1. Laying out the garden and fencing it | | | | |
| | 2. Preparing the soil | | | | |
| | 3. Manuring and watering it | | | | |
| | 4. Sowing the seeds and/or transplanting the seedlings | | | | |
| | 5. Watering the beds | | | | |
| | 6. Weeding, mulching, earthing | | | | |
| | 7. Using insecticides, if necessary | | | | |
| c) 1) Growing summer vegetables such as bhindi, brinjals, tinda, ghia, karola, torai, cucumber, tomatoes | 1. Laying out the garden and fencing it | Spade, kudali, khurpi, stickle, tasla, bamboo sticks, sutli, seeds, manure, insecticides, water-pipe | VIII | 80 | |
| | 2. Preparing the soil | | | | |
| | 3. Manuring and watering it | | | | |
| | 4. Sowing the seeds and/or transplanting the seedlings | | | | |
| | 5. Watering the beds | | | | |

1. 2. 3. 4. 5. 6.

6. Getting the birds vaccinated against disease

7. Collecting eggs

8. Disposing of eggs through distribution or sale

9. Keeping accounts of purchases and sales.

10. Arranging for hatching of eggs by older birds

11. Caring for young chicks - their protection, feeding, cleanliness, vaccination, etc.

Bee-box, bee-veil, bee-knife, bee-brush, bee-gloves, smoker, honey-extractor, queen excluder, queen cage, scalar wax extractor, wire emboder, hive-tool, feeders, wide-mouthed bottles and dishes

4. Bee-keeping

1. Insuring the existence of a good bee-pasture in the vicinity

2. Purchasing/procuring/making a wooden bee-box

3. Purchasing/capturing a bee-colony and introducing it into the bee-box

4. Providing bees with plenty of sugar syrup and water in the first few days and sugar syrup and pollen during lean period.

| 1. | 2. | 3. | 4. | 5. |
|----|----|---|----|----|
| | | 5. Preventing the exodus of bees by providing enough space and ventilation and protecting them from heat and cold | | |
| | | 6. Ensuring the existence of a young, vigorous queen in the colony. | | |
| | | 7. Providing extra supers for storing honey | | |
| | | 8. Providing comb foundation sheets and empty combs to increase bee efficiency | | |
| | | 9. Extracting honey regularly | | |
| | | 10. Processing and disposing off honey through distribution/sale | | |
| | | 11. Keeping accounts | | |
| | | 12. Requeening every two years. | | |

Washing Machine Activities Common to All Geographical Areas

Wash Area : Clothing

| No. | Activity | Tools & Materials | Class | Periods | Remarks |
|-----|----------|-------------------|-------|---------|---------|
|-----|----------|-------------------|-------|---------|---------|

Objective

1. Sewing

(a) Learning and practicing basic sewing skills such as running, back and hand stitch
Old cloth, needle, thread, scissors, measuring tape () - 40-60 mins

2. Sewing a jugula, in sole, and with hand

(b)
1. Assistance with different types of a sewing machine, hand sewing and care (including cleaning and filling)
Sewing, patching, etc. - (b)-VII 40-60 mins
scissors, measuring tape, needle, thread, paper pencil, wool-rule-inch-tape.

2. Sewing a jugula

3. Sewing, cutting and stitching a jacket/sweater, petticoat (c)-VIII 40-60 mins

(c) Sewing, cutting and stitching a jacket/sweater, shirt, skirt/shorts.

| 2. Auxiliary | (a) 1. Learning simple decorative stitches such as cross-stitch, stem-stitch, satin stitch, chain stitch | Matty-cloth for cross-stitch, cast-net/plain cloth for other stitches, embroidery threads, needles, tracing paper, cross stitch designs, look. | (a) VI | 40-60 pds |
|--------------|--|--|----------|-----------|
| | 2. Selecting and tracing the design. | | | |
| | 3. Embroidering simple design on handkerchiefs, table-mats, etc. | | | |
| (b) 1. | Learning stitches such as lazy-dazy, button hole, Kashmiri stitch | 1. Cloth | (b) VII | 40-60 pds |
| | 2. Selecting and tracing the design | 2. Other materials for embroidery as given above. | | |
| (c) 1. | Learning shadow-work, chicken work, panchkari work | | (c) VIII | 40-60 pds |
| | 2. Tracing the design. | | | |
| | 3. Embroidering a dupatta, kurti, etc. | | | |

| 1. | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|----|-----------|--|--|-------------------------------|-----------|---|---|---|----|
| 1. | | | | | | | | | |
| 3. | Knitting: | (a) 1. Casting on and off on stitches.
2. Knitting basic stitches - knit, purl, 2-stitch.
3. Two-stitch and decrease stitches.
4. Knitting a turtleneck/sweater, cap/pair of socks
(b) 1. Knitting simple designs
2. Knitting a baby-suit
(c) 1. Knitting a cardigan/pullover for self or a family
2. Knitting a shawl. | Knitting needles No. 10 and 12, wool | | | | | | |
| 4. | Weaving | (a) Weaving a turtleneck, tablecloth towel, cap, etc.
(b) Weaving a jacket and shawl
(c) Weaving a skirt, a rug | Loom, cotton thread and other tools
Loom, cotton thread and other tools
Loom, cotton thread and other tools. | (a) VI
(b) VII
(c) VIII | 40-50 g's | | | | |

1 2

5. Printing

(a) The and dye work on a scarf, table cloth, cup, etc.

(a) 1. Visiting a shop and seeing different designs. 2. Boiling pans, dyeing mats, wooden spoons, kerosene stove/anghi with gas stove.

e) VI

40-60 pds

2. Selecting (deciding) the design to be prepared

3. Obtaining cloth, thread and dyes.

4. Tying the cloth using simple knots or knots with grain, bobbles, sticks, etc.

5. Preparing dyes of fast colour

6. Dyeing the cloth according to the colour (from light to dark)

7. Rinsing the cloth and unwinding it when it is dry.

8. Starching and ironing the finished product.

1. Selecting materials i.e. vegetable, wood, etc. for chasing blocks. Preparing blocks with sel. of designs.

(b) VII

40-60 pds.

(b) Block printing on pillow covers, cushion covers, dress materials

Blocks (self prepared or purchased) wooden table or board, colours pins.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
|---|---|---|---|---|---|---|

c) 1) . Stencil printing on
greeting cards, file
covers, saree borders,
dress materials

1. Preparing colour paste
2. Striking and fixing
cloth on a hard surface
3. Printing with blocks

Plastic/steel cutouts, (c) 1111 4C-EC p4s

1. Differentiating between
of stencil-printing
2. Preparation of stencils/
cutouts-paper, plastic
steel.
3. Preparation of colour
paste.
4. Deciding to use rubber
pad or friction pad for
printing
5. Printing with stencils

11) fabric-printing on
greeting cards, file
covers, saree borders
etc.

1. Preparation of printing
fluid of right proportion
etc consistency.
2. Dipping cloth surface in
the fluid
3. Drying the printed articles
completely.

Synthetic and oil colours,
oil colours, fabrics, paper
cards, cutouts.

Work Experience Activities common to all geographical areas

Need area: Shelter

| S.No. | Main activity | Specific Activities | Tools & materials
Reqd | Class | No. of
pds. |
|-------|---------------|---------------------|---------------------------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |

Elective

| | | | | | |
|------|---|---|--|----------|-------|
| 1(a) | Repair of shoes & bags, etc. | <ol style="list-style-type: none"> 1. Stitching open seams 2. Stitching straps, buckles, fasteners, etc. 3. Fixing a leather patch 4. Fixing soles with nails/glue 5. Polishing the shoes 6. Repairing handbags, brief 7. Readjusting and stitching a stuck-up zip | <p>Cobbler's anvil, hammer, clisel, needle, nail pulling plier, scissors, thrac, wax, nails, rivets, polish, brush</p> | VII/VIII | 40-60 |
| (b) | Maintenance and repair of Household Appliances
<u>Non-electrical</u> | <ol style="list-style-type: none"> 1. Cleaning of nozzle with pin 2. Change of washer in pump 3. Cleaning of the stove 1. Trimming wicks into shape 2. Inserting new wicks 3. Cleaning the stove | <p>Plier, screw-driver, spanner-set, stove-pins, scissors & cutter, washer, wicks, old cloth for cleaning</p> | VII | 40-60 |
| | <ol style="list-style-type: none"> i) Oil stove ii) Pump type iii) Wick type | | | | |

| 1 | 2 | 3 | 4 | 5 |
|------------------------------|---|---|--|---|
| 2) Kerosene lamp | 1. Cleaning chimney and lamp
2. Keeping wick in proper shape
3. Cleaning the oil tank
4. Filling it with kerosene oil | | Waste cloth, scissors,
funnel, kerosene oil | |
| 3) Pressure cooker | 1. Changing of gasket and pressure valve
2. Cleaning nozzle, etc.
3. Tightening handle screws | | Spanner, plier, screw driver, wrenches, gasket, pressure valve, pressure cooker | |
| 4) Bicycle | 1. Pumping air
2. Tightening nuts and bolts
3. Replacing air valve | | Wrench, spanner, plier, screw driver, air-pump, files, punches, marker, scissors, wallet, sharpening stone, bicycle, pump, valves, tubes | |
| 5) Bicycle pump | 1. Changing of leather valve
2. Replacement of rubber tube and nozzles, etc. | | | |
| <u>Electrical Appliances</u> | | | | |
| 1. Table lamp | 1. Table lamp - making connection with plug and lamp-holder, changing cord
2. Heater - repairing/replacing heating coil, changing cord | | Tested insulated plier, screw-driver set, table lamp, heating coil, cord plug, bulb-holder, bulb, kettle, electric iron, heater, table-lamp, battery charger, tester | |
| 2. Heater | | | | |

| 1 | 2 | 3 | 4 | 5 | 6 |
|--------------|---|--|----|---|---|
| 3. Iron | 3. Iron & Kettle - Changing cord and plug | | | | |
| 4. Kettle | 4. Charging batteries | | | | |
| | 5. Following safety precautions while handling electrical appliances | | | | |
| 2. Wood work | <p>(a) 1. Acquaintance with (a) different varieties of wood (b) carpentry tools</p> <p>2. Learning basic carpentry skills-measuring, sawing, planing, joining</p> <p>3. Making simple items such as duster for blackboard, name-plate, small bulletin board/writing clip board</p> <p>(b) Making:-</p> <p>1. Tea tray</p> <p>2. Letter box</p> <p>3. Spice box</p> <p>4. Dust bin</p> <p>(c) Making:-</p> <p>1. Candle stand</p> <p>2. Test tube stand</p> <p>3. Coat hanger</p> <p>4. Table tennis</p> | <p>Hand saw, measuring tape, try-square, chisel, wood plan, hammer, screw driver sand paper, files, plier, nail-puller, drilling machine</p> <p>wood, planks, nails and screwshings, furniture polish</p> <p>VII</p> <p>VIII</p> | 60 | | |

1

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3. Leather work

(a) 1. Proper handling of leather work tools

2. Learning basic processes such as tracing, cutting, skiving, stiffening, stitching, finishing

3. Making a belt, watch-lace, book marker, corn bag

Pencil, rubber, scissors tracing modeller, ruler, hammer, adhesive, gum, cloth, cotton/leather, lining, colour pct, brush colour, spirit, bucket (for watch-strap) rivets, bults, cobbler's needle, punching machine, glass stab, one-edged razor

(a) VI 60

(b) 1. Developing greater competence in handling tools and engaging in basic processes

(b) VII 60

2. Making:-

- a) Pencil/pen/goggles/comb case
- b) Small purse
- c) Key case

(c) 1. Handling leather tools with ease and performing basic processes with confidence

(c) VIII 60

2. Making:-

- a) A file cover
- b) A shaving/cosmetics/sewing kit
- c) A lady's bag
- d) A simple wallet with lining

| 1 | 2 | 3 | 4 | 5 | 6 |
|----|---|---|--|---------|----|
| 4. | Bamboo work | (a) 1. Identification of different varieties of cane & bamboo
2. Preserving cane and bamboo from insects, mildew, etc.
3. Forming single process of cane and bamboo work such as weaving, knitting, making of borders, rims, laces, etc.
4. Making simple articles such as mats, trays, fans | | VII | 60 |
| | | (b) Making baskets of different shapes and sizes | | VIII | 60 |
| 5. | Making utility/decorative articles out of waste materials such as:
pencil box, pen holder, pin-cushion, flower-vase, waste paper basket, magazine/shoe/letter holder, toys, jewelry box, powder case, purse, string-bag, dolls, puppets, wall-hangings, etc. | 1. Collecting a variety of waste materials
2. Getting ideas for their use
3. Procuring necessary tools & accessories
4. Preparing articles as per plan | empty boxes/containers/tins of different shapes and sizes, bits of cloth and wire, glass & plastic, gunny bags, packing materials, wood pieces, bangle pieces, glass phials, bottle lids, empty match-boxes, fruits/nuts/seeds/products of trees, mirror pieces, beads, stars, etc. fevicol, gum, needle, thread, scissors, hammer, nails, screw driver, saw | VI-VIII | 60 |

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|--|---|--|---|--|
| 6. <u>Flower-making</u> | | | | | |
| a) Paper flowers | 1. Selection of flowers to be made | 2. Cutting and leaves accordingly | 3. Covering the main stem and branches with paper/silk/plastic | 4. Giving shape to the flowers, buds and leaves | 5. Attaching them to the stem and branches |
| b) Silk flowers | 1. Selection of flowers to be made | 2. Cutting and leaves accordingly | 3. Covering the main stem and branches with paper/silk/plastic | 4. Giving shape to the flowers, buds and leaves | 5. Attaching them to the stem and branches |
| c) Plastic flowers | 1. Selection of flowers to be made | 2. Cutting and leaves accordingly | 3. Covering the main stem and branches with paper/silk/plastic | 4. Giving shape to the flowers, buds and leaves | 5. Attaching them to the stem and branches |
| 7. <u>Dolls</u> | | | | | |
| a) Dolls as resembling different parts of the state | 1. Selection of ready-made parts of dolls from the market/or making them | 2. Putting them together to form the doll | 3. Dressing the dolls | 4. Making jewellery for them | 5. Displaying & decorating the dolls. |
| b) Dolls as office | 1. Selection of ready-made parts of dolls from the market/or making them | 2. Putting them together to form the doll | 3. Dressing the dolls | 4. Making jewellery for them | 5. Displaying & decorating the dolls. |
| c) Dolls as different parts of the world | 1. Selection of ready-made parts of dolls from the market/or making them | 2. Putting them together to form the doll | 3. Dressing the dolls | 4. Making jewellery for them | 5. Displaying & decorating the dolls. |

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
|---|---|---|---|---|---|

60 pds.

8. () Making greeting cards for festivals & functions such as Eid, Christmas, Birthdays, marriage, etc.
1. Making the design and the message/greetings. Cutting out the card accordingly.
 2. Making the design on the card
 3. Writing cut/painting the greetings.
 4. Cards pasted with thread, marble, scatter prints and simple designs
 5. Cards pasted with pictures, leaves and flowers, paper/cloth cut-outs fancy-materials
- (u) Making stuffed toys such as mouse, dog, cat, parrot, baby bear, camel, elephant
1. Drawing different body parts on paper and cutting them on cloth.
 2. Sewing them on machine or by hand
 3. Filling them with cotton/saw dust/straw
 4. Attaching different parts
 5. Sticking/painting finer features
- Chart/knadi paper, a) VI brushes, colours, pen, ink, pencil, pictures, leaves, flowers, pieces of left-cut cloth, fancy materials, guin fevicol, scissors
- Knadi/pamam/toweling cotton cloth of suitable colours, animals design book/cut outs saw-dust/cotton/straw/wastecloth, thread, needle/sewing-machine, scissors, knitting needle, pencil, necessary tape

60 pds.

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
|---|---|---|---|---|---|

(c) Making fancy items from beads, shells, feathers, etc.

1. Items such as dolls, animals, birds, pen-stand, pencil-holder, ash tray, jhaller, chandelier, etc.

Shells, beads, feathers, few-col, plastic thread, instrument to make holes in the shells, fancy materials.

2. Activities:-

(a) Visiting shops/places where such items are sold/made.

(b) Defining the article to be made.

(c) Making it with used materials by attaching different parts/fancy materials.

(c) For making jhaller/chandelier, making holes in the shells and stringing them/reads together.

| 1 | 2 | 3 | 4 | 5 | 6 |
|-----|---|--|--|-----------|-----------------|
| 9. | a) Simple Book-binding.
b) Making stationery items out of paper such as :-
1. Exercise books
2. Diaries
3. Practical notebooks
4. Distillers
5. File covers
c) Making stationery items for use in school and office viz.
1. Chalk
2. Ink
3. Stationery ink
4. Black-board paint
5. Luster | Different activities for different items | Scissors, cobbler's, needle, scale, card-board, cover-paper, waste cloth, gum/fevicol/laiyee, thread | VI
VII | 60 pds
60 ds |
| | | Different activities for different items | Chalk-mould, chalk-powder, card-board boxes/plastic bags, black/green colour and other materials for black board paint cloth, bottles, basins, wood, nails, hammer, fevicol | VIII | 60 ds |
| 10. | Gardening | (a) Making compost by using dried leaves, plants and waste materials
2. Preparation of flower beds
3. Preparation of plants by seeds | Sida, Phurdi, sickle, kudali, hand rake, knife for cutting, grafting, pruning, watering can, tasla, balti, seeds, manure/fertilizers, earthen-pots, gunny bags or other rooting media, polythene sheet | VI | 60 pds |

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|--|---|---|---------|
| | | 4. Raising of seasonal flowers
(planting, watering, weeding,
matching) | | | |
| | | b) <u>Pot culture</u> | | | |
| | | 1. Preparation of pots for
cultivation | | | VII |
| | | 2. Planting seedlings in pots | | | 60 as |
| | | 3. Weeding, watering, mulching
& transplanting them | | | |
| | | 4. Propagation of plants | | | |
| | | c) | | | |
| | | 1. Raising of ornamental plants
(flowering, foliage, creepers,
hedge plants) | | | c, VIII |
| | | 2. Propagation of plants by layering
& budding (Rubber plant, jasmine,
rose) | | | 60 as |
| | | 3. Planting of the grafted/propagated
plants in flower-beds. | | | |

Details of W.E. Activities common to all Geographical Areas.

Need Area: Recreation

| 1 | 2 | 3 | 4 | 5 | 6 |
|-------|---|--|---|--------------------------|-------------------------|
| 3.No. | Main Activities | Specific activities | Tools & Materials | Class for which suitable | No. of periods required |
| | <u>Collective</u> | | | | |
| 1. | Singing | 1. Folk songs
2. Patriotic songs
3. Marching songs
4. Devotional songs | Harmonium, dholak/tabla/
pakhawaj, bansuri, etc. | VI-VIII | 60 pds |
| 2. | Playing on local and other musical instruments | Musical instruments such as dholak, drum, pakhawaj, tabla, bansuri, santoor, sarangi, ektara, harmonium etc. | Musical instruments as mentioned in column | VI-VIII | 60 pds |
| 3. | Dancing | 1. Folk dances e.g. giddha/ baangra ghoomar, garba, etc. prevalent in different parts of India.
2. Tribal dances. | dholak/tabla/pakhawaj, bells, harmonium. | VI-VIII | 60 pds |
| 4. | Organisation of participation in a. dramatics such as b. drama-acting, c. skits, one-act plays. | a. Selecting/writing a skit/ play.
b. Distribution & rehearsal of parts.
c. Direction of the play.
d. Preparation of the play.
e. Stage-setting.
f. Giving background music
g. Compereing. | Stage, stage props costumes, make-up, lights if necessary, public address system. | VI-VIII | 60 pds |

| 1 | 2 | 3 | 4 | 5 | 6 |
|-----|--|--|--|------|----------|
| (b) | Preparation of albums on subjects of interest (wild animals, birds of a region, folk art in a particular area, etc.) | (b) collecting material on 1. the subject
2. preparing a plan for its arrangement in the album
3. Arranging material according to the plan | Books, magazines, pictures, favicol, gum, pins etc. | VII | 40-60pds |
| (c) | Preparation of a handwritten magazine | (c) 1. Forming a wall magazine group
2. Selecting an editorial board from it.
3. Deciding the theme of the issue.
4. Planning main items of content.
5. Requesting contributions.
6. Collecting articles, poems etc.
7. Screening & selecting the best entries.
8. Arranging for art-work
9. Displaying the wall-magazine
10. Collecting back articles & keeping them safely. | Paper of good quality, ream-s ink, ordinary ink, coloured pencils/ water colours, brushes, all-pins, clintons, gum, etc. | VIII | 40-60pds |

Work Experience Activities Common to all Geographical Areas

Need Area: Social Service

1

S.No. Main Activity

Specific Activities for Different Classes
Class VI Class VII Class VIII

Objective

1. Preparation of teaching aids such as charts, flash cards, models, games, albums on different topics and subjects as required by school teachers.

1. Identification of the teaching aids with the help of subject teachers.

Chart paper, ordinary white & coloured paper, cardboard, poster colours, brushes, black ink, pens, albums, scissors, gum etc.

VII-VIII 40-60 pds

2. Collection of requisite materials.
3. Preparation of the teaching aids
4. Facilitating their use in the classroom/outside
5. Storing them after use.

2. Library Service

Assisting the school librarian in:-

Materials such as 1st 1st, VIL-VIII 40-60 pds

1. Cleanliness & decoration of the library.
2. Arrangement of book on racks.
3. Posting labels, data slips & book pockets.
4. Classification of books
5. Issue & return of books

Materials such as 1st 1st, VIL-VIII 40-60 pds

3. Environmental Sanitation and tree plantation

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
|---|---|---|---|---|---|

3. Minor projects of roads and buildings

5. Helping the community in agricultural operations

Helping in agricultural operations such as sowing, weeding, watering, and harvesting, either for food or kitchen crops

Tools & materials for agricultural operations to be provided by the community

VI-VII 60 pgs

5. Helping in the educational development of the community

a) Regular teaching of weak students from nearby primary school / slum/poor area etc

(1) Identification of students & their weak spots
(11) Teaching them

Books, Stationery, craft tools and materials

(c) VI 60 pgs

b) Non-formal (vocational) school projects in literacy & crafts

1. Identification of drop-outs through house-to-house visits
2. Motivating and enrolling them for education
3. Teaching them literacy skills
4. Teaching them crafts/work skills being learnt in the school by students themselves

(b) VII 60 pgs

| 2 | 3 | 4 | 5 | 6 |
|--|--|---|----------|---------|
| (c) Conducting adult education classes | <ol style="list-style-type: none"> 1. Motivating adults 2. Teaching them 3. Doing follow-up work after teaching | | (c) VIII | 60 pds. |
| Social Education Programs | <ol style="list-style-type: none"> 1. Organising discussion groups 2(a) Educating the community in the need, importance & ways of environmental sanitation, preservation, proper child care, nutrition & health (b) Educating them against superstitions, evil social customs & practices such as child marriage, dowry, drinking, drug addiction, etc. (c) Educating them about their rights & duties as citizens | <p>open space or hall/room, carpet/rats for sitting, posters, pictures/slides on related issues</p> | 2) VI | 60 pds. |
| | | | VII | 60 pds. |
| | | | VIII | 60 pds. |

8.

Volunteer Work

(a)

During local fairs & festivals

1. Regulating entry & exit of visitors

Table, chairs, information booklet, drink

VI/VII 40-60 pgs.
2. Providing information

Table, chairs, information booklet, drink

VI/VII 40-60 pgs.
3. Serving drinking water

Table, chairs, information booklet, drink

VI/VII 40-60 pgs.
4. Helping announcements

Table, chairs, information booklet, drink

VI/VII 40-60 pgs.
5. Helping with first-aid

Table, chairs, information booklet, drink

VI/VII 40-60 pgs.
6. Restoring lost children/articles

Table, chairs, information booklet, drink

VI/VII 40-60 pgs.

(b)

During activities

1. Collecting food, clothes, medicines etc. & distributing them among victims

Store, chair, first-aid box, register/note-book

VII/VIII 40-60 pgs.
2. Helping in making arrangements for their stay

Store, chair, first-aid box, register/note-book

VII/VIII 40-60 pgs.
3. Writing letters for them

Store, chair, first-aid box, register/note-book

VII/VIII 40-60 pgs.
4. Rendering first-aid

Store, chair, first-aid box, register/note-book

VII/VIII 40-60 pgs.
5. Helping in taking care of the sick, the lost & the old.

Store, chair, first-aid box, register/note-book

VII/VIII 40-60 pgs.

9.

Volunteer work in the local hospital center /nursing

1. Visiting the hospital

Table, chairs, information booklet, drink

VI/VII 40-60 pgs.
2. Guiding patients to different sections/wards/OPD

Table, chairs, information booklet, drink

VI/VII 40-60 pgs.
3. Helping in filling out admission/discharge forms, etc.

Table, chairs, information booklet, drink

VI/VII 40-60 pgs.
4. Looking after patients in the wards-helping in taking their beds, taking their temperature, giving medicine, washing & feeding them.

Table, chairs, information booklet, drink

VI/VII 40-60 pgs.
5. Entertaining them by talking, reading, singing, playing, indoor games.

Table, chairs, information booklet, drink

VI/VII 40-60 pgs.
6. Writing letters/messages for them.

Table, chairs, information booklet, drink

VI/VII 40-60 pgs.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|---|---|---|-------------|---------|---|
| 10. | Volunteer Work in
nearby slum. | 1. Educating the commu-
nity in environment-
al & personal cleanliness | Pick-axes shovels,
tastles/baskets,
seedlings for trees,
& flowers, books,
stationery, craft,
material | VI/VII/VIII | 60 pds. | |
| | | 2. Helping them improve
their physical sur-
roundings by
(1) Garbage disposal
(2) Digging of drains/soak
pits
(3) Levelling of ground
(4) Making lanes & by lanes
(5) Planting trees & flowers
(6) Adopting corporate ways
of living and settling
disputes | | | | |
| | | 3. Undertaking educational
programmes for school
drop outs, work children
or adults. | | | | |
| | | 4. Starting craft classes. | | | | |
| 11. | Helping the handi-
capped (blind, ortho-
pedically handicapped,
mentally retarded, etc.) | 1. Identification of the handi-
capped in institutions/out-
side | Magazines & Books | VI/VII/VIII | 60 pds. | |
| | | 2. Paying regular visits | | | | |
| | | 3. Providing necessary help in
reading out to them, teaching
skills at slower speed, etc. | | | | |

DETAILS OF WORK EXPERIENCE ACTIVITIES
FOR DIFFERENT GEOGRAPHICAL AREAS

Essential Activities

Essential Activities:

N. 33 A⁺ : incl. & H₂i
G₂ 1987 A - a : D sert

| School Activities | Tables & Materials | Classes | Portals |
|---|--|---------|---|
| <ol style="list-style-type: none"> 1. Construction of water tank in the school to make it dust-free 2. Washing it. 3. Painting it. | <p>Pots, buckets, mu, brush/broom, piece of cloth.</p> | VI/VIII | <p>10</p> <p>For the 1st & 2nd year of school holidays.</p> |

10
for teaching, & To be done.
3. a. correlation once in a
month out
of school
hours or on
holidays.

1. Official Water

- (a) 1. a. Procuring water
2. Making the filter-
ing device.
3. Procuring necessary
parts and materials
4. Filtering water
- (b) 1. a. Filtering water by
using chlorine, etc.

pts/...bers, fi...
...cevice, alum,
chlorine.

5 for machine, &
circulation
To be done
on holidays.

VII. The building, to be used on holidays.

VII

| | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|--------------------------------------|---------|---|---|
| | | | | | | Reviews |
| 3. Deworming of self and others under medical supervision | | 1. Getting acquainted with worm infestations. | Deworming tablets/ near leaves/herbs | VI-VIII | | During the for health and cleanliness inspection. |
| | | 2. Procuring deworming materials/tablets with the help of school doctor | | | | |
| | | 3. Taking the tablet/material | | | | |
| | | 4. Bowel evacuation | | | | |
| | | 5. Observation of stools for worms | | | | |

Essential Activities For Different Geographical Areas

Need Area : Health & Hygiene

Geographical Area : Forest

| 1 | 2 | 3 | 4 | 5 | 6 | 7. |
|----|---|---|--|------|--------|-------------------------------|
| 1. | <u>Essential</u> | | | | | |
| | Purification of water by
(a) filtration
(b) use of alum, lime, chlorin., etc. | (a) 1. Collection of water
2 Making the filtering device.
3. Procuring necessary pots and materials.
4. Filtering water.
(b) Purifying water by using alum, lime, chlorin. etc. | Pots/pitches, filtering device, alum, lime, chlorine. | VI | 10 pds | to be undertaken on holidays. |
| 2. | Taking series/bacteria/ set control measure | 1. Making solution of the chemicals | | VII | 5 pds | To be undertaken on holidays. |
| | (a) Using disinfectants such as potassium permanganate, dettol, carbolic, etc. | 2. Spraying the solution | Potassium permanganate, dettol, phenyl, bucket, basin rug. | VIII | 5 pds. | |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|---|---|---|---------|------|---------------------------------------|
| | (b) Using insecticides and mosquito repellents such as DDT, kerosene oil, flit, baygon, bettis, and cointments; mosquito coils, flies, cockroaches, ants etc. | 1. Sprinkling/spraying the powder/liquid/solution | DDT, powder, kerosene oil, flit, baygon-bett mosquito coils and cointments, flit, pump, catch-box | VIII | 526s | |
| | | 2. Smearing mosquito bettis | | | | |
| | | 3. Applying mosquito coil to the wall | | | | |
| 3. | (c) Collecting and using water-twig for bait and leaves for storing woolens. | - - | Small bag/basket | VI-VIII | | to collect specimens and to the first |
| | (b) Identifying poisonous plants and shrubs and removing away from them. | 1. Observing poisonous plants. | | VI-VII | | to collect specimens and to the first |
| | | 2. Identifying them from their own | | | | |

Essential Activities for Different Geographical Areas

Med Area : Shelter

Geographical Area: Desert

1 2 3 4 5 6 7

S. No. Main Activities Specific Activities Tools & Materials Classs Periods Remarks

Essential

- Making models and walls (School, hostel, house)
- 1. Planning/drawing the designs. Paper, pencil, pen, colours, brush, VI-VIII 5 days
- 2. Putting them with colour

Essential Activities for Different
Geographical Areas - Forest

World Area: Shelter
Geographical Area: Forest

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1

| S.N. | Specific Activities | Tools & Materials | Classes | Periods | Remarks |
|------|---------------------|-------------------|---------|---------|---------|
|------|---------------------|-------------------|---------|---------|---------|

Essential

3-5 pds

VI

1. Cleaning the outer part of old cloth
pair of scissors, and
Kerosene bottle and
funnel
2. Cleaning the chimney oil, funnel
3. Cleaning the Kerosene
oil
4. Trimming the wick
5. Putting the wick
in the lamp
6. Filling the lamp
with Kerosene oil

4-6 pds.

VI-VIII

Bamboo sticks, thatch, mud, etc.

1. Identifying the materials
for the hut.
2. Collecting the necessary
materials
3. Preparing the materials
for the hut.

Essential Activities for Different Geographical Areas

Need for a: Recreation

| 1 | 2 | 3 | Geographical Area: Forest | 4 | 5 | 6 |
|---|---|---|---------------------------|---|---|---|
|---|---|---|---------------------------|---|---|---|

| S.No. | Main Activities | Specific Activities | Tools & Materials | Classes | 2 Weeks |
|-------|-----------------|---------------------|-------------------|---------|---------|
|-------|-----------------|---------------------|-------------------|---------|---------|

Essential

- | | | | |
|--|----------------------------------|--|---------|
| 1. Visiting the nearby forest and enjoying the beauty of its fauna and flora | 1. Planning and making the visit | 1. Convener, facilitators if necessary | VI-VIII |
| 2. Observing fauna and flora | 2. Bag/basket | | |
| 3. Collecting soil samples | 3. Diary, pen | | |
| 4. Describing in sketching/writing/photographing the scenery | 4. Camera, glasses | | |
| 5. Practising the skills/playing the game | | | |

Essential Activities for Different Geographical Areas

Need Area : Recreation

Geographical Area : Hilly Tribal

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

| S.No. | Main Activities | Specific Activities | Tools & Materials | Classes | Periods | Remarks |
|-------|-----------------|---------------------|-------------------|---------|---------|---------|
|-------|-----------------|---------------------|-------------------|---------|---------|---------|

| | | | | | | |
|----|--|---|--|---------|--|---------------------|
| 1. | Participating in the celebration of tribal festivals/functions | <ol style="list-style-type: none"> 1. Watching 2. Listening 3. Participating 4. Singing, dancing, playing 5. Helping in organisation | | VI-VIII | | Out of school hours |
|----|--|---|--|---------|--|---------------------|

| | | | | | | |
|----|---|---|---|---------|--|---------------------|
| 2. | Learning tribal dialect for effective communication | <ol style="list-style-type: none"> 1. Listening to tribal speech 2. Learning and practicing tribal speech. 3. Applying it in day-to-day life | Note-book, pen, tape-recorder and cassettes, if possible. | VI-VIII | | Out of school hours |
|----|---|---|---|---------|--|---------------------|

Taxonomic Activities for Different Geographical Areas

Ward Area : Recreation
Geographical Area : Coastal Area

| S.No. | Main Activities | Specific Activities | Tools & Materials | Classes | Periods | Remarks |
|-------|-----------------|---------------------|-------------------|---------|---------|---------|
|-------|-----------------|---------------------|-------------------|---------|---------|---------|

Essential

- | | | | | | | |
|----|----------------------------|-------------|---|---------|--|----------------------|
| 1. | Visiting the sea-shore and | 1. Visiting | 1. Convoyance facilities if the sea-shore is far away | VI-VIII | | Out of school hours. |
|----|----------------------------|-------------|---|---------|--|----------------------|

- | | | | | | | |
|-----|--------------------------------------|--------------|--------------|--------|--|--|
| (a) | Observing the view of sea and birds. | 2. Observing | 2. Note-book | 3. Pen | | |
|-----|--------------------------------------|--------------|--------------|--------|--|--|

- (b) Observing the catching, off-loading, selling, drying and cooking of fish

- | | | | | | | |
|----|---|--------------|---|---------|--|---------------------|
| 1. | Listening of fishermen's songs and playing them | 1. Listening | 1. Convoyance facilities if the sea-shore is far away | VI-VIII | | Out of school hours |
|----|---|--------------|---|---------|--|---------------------|

- | | | | | | | |
|----|----------------------------|--------------|----------------------|---------|--|--|
| 2. | Observing fishermen's work | 2. Observing | 2. Note-book, 3. Pen | VI-VIII | | |
|----|----------------------------|--------------|----------------------|---------|--|--|

- | | | | | | | |
|----|---|---------------|---------------|---------|--|--|
| 3. | Participating in coastal/fishing activities | Participating | Same as above | VI-VIII | | |
|----|---|---------------|---------------|---------|--|--|

DETAILS OF WORK EXPERIENCE ACTIVITIES
FOR DIFFERENT GEOGRAPHICAL AREAS

Elective Activities

Details of Work Experience Activities for Different Geographical Areas

Ward Area : Health and Hygiene
Geographical Area : Forest

7

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2

1

| S.No. | Main Activities | Specific Activities | Tools & Materials Required | Classes | Periods | Remarks |
|-------|-----------------|---------------------|----------------------------|---------|---------|---------|
|-------|-----------------|---------------------|----------------------------|---------|---------|---------|

Collective

1.(a) Collecting leaves, fruit, seeds and bark of medicinal trees (neem, keekar, eucalyptus, etc., etc.)

1. Taking the collection
2. Drying 'Karaha'
3. Using them.

Bag/basket, pots, sieve, spoon, glass, stove

15-20

VII

(b) Collecting aila, harrer, bahera, bhel, etc. and making churans for stock disorders

1. Taking the collection
2. Drying and grinding in petrials
3. Putting the powders in plastic bags or bottles.
4. Labelling the bottles
5. Using churan for stock disorders.

Bag/basket, pestle and stone, plastic bags or glass containers.

15-20

VII

1

2

3

4

5

6

3. No.

Main Activities

Sub. Activities

Tools & Materials

Classes

Period

Remarks

1(c)

Collecting/procuring
the shikakai bams
and re those and now-
drying them for wash-
ing hair and clothes

1. Collecting and drying
2. Grinding into powder
and putting them in
polythene bags, bot-
tles/tins.

Basket/bag, nets
or cloth, pestle
and stone, poly-
thene bags, con-
tainers

VII

10-20

3. Using the powders

Collecting frequent
flowers such as Jes-
samine, geraniat, bala,
etc. and making pre-
parations out of them

1. Collection of flowers
2. Soaking in water
3. Boiling and sieving
4. Further processing
with the help of an
ex. Pt.

1. Containers

2. Fuel

3. Stove/plac of
cloth

Detail of
(a) (b) (c)

40-50

30-35

5. Milling in bottles

Work Experience Activities for different Geographical Areas

Need Area : Health & Hygiene

Geographical Area: Hilly Tribal

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------|-----------------|---------------------|-------------------|---------|---------|---------|
| S.No. | Main Activities | Specific Activities | Tools & Materials | Classes | Periods | Remarks |

- | | | | | | | |
|----|--|--|--|---------|-------|--|
| 1. | Growing medicinal plants/trees such as tulsi, sage, bahar, neem, eucalyptus, fruit trees, etc. | 1. Growing saplings
2. Preparing pots or pits for plants & trees
3. Transplanting the saplings of plants & trees | Khurpi/kahi, watering can, gardening shear, seeds/cuttings, manure | VI/VIII | 40-50 | |
| 2. | | 4. Fencing the trees | | | | |
| 3. | | 5. Watering and weeding them | | | | |
| 4. | | 6. Pruning them occasionally | | | | |

1. *Introduction*

1. Collection and separation of local products such as string, kaffir, etc. during season.

2. Drying in shade

Basketry, net/sheet, plastic bags/containers

VI 10

Campfire at night from 12:30 to 1:00

- | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. | 20. | 21. | 22. | 23. | 24. | 25. | 26. | 27. | 28. | 29. | 30. | 31. | 32. | 33. | 34. | 35. | 36. | 37. | 38. | 39. | 40. | 41. | 42. | 43. | 44. | 45. | 46. | 47. | 48. | 49. | 50. | 51. | 52. | 53. | 54. | 55. | 56. | 57. | 58. | 59. | 60. | 61. | 62. | 63. | 64. | 65. | 66. | 67. | 68. | 69. | 70. | 71. | 72. | 73. | 74. | 75. | 76. | 77. | 78. | 79. | 80. | 81. | 82. | 83. | 84. | 85. | 86. | 87. | 88. | 89. | 90. | 91. | 92. | 93. | 94. | 95. | 96. | 97. | 98. | 99. | 100. |
|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. | 20. | 21. | 22. | 23. | 24. | 25. | 26. | 27. | 28. | 29. | 30. | 31. | 32. | 33. | 34. | 35. | 36. | 37. | 38. | 39. | 40. | 41. | 42. | 43. | 44. | 45. | 46. | 47. | 48. | 49. | 50. | 51. | 52. | 53. | 54. | 55. | 56. | 57. | 58. | 59. | 60. | 61. | 62. | 63. | 64. | 65. | 66. | 67. | 68. | 69. | 70. | 71. | 72. | 73. | 74. | 75. | 76. | 77. | 78. | 79. | 80. | 81. | 82. | 83. | 84. | 85. | 86. | 87. | 88. | 89. | 90. | 91. | 92. | 93. | 94. | 95. | 96. | 97. | 98. | 99. | 100. |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------|--------------------------------------|--|--|-----------|--------------------|--|
| | Activity | Activities | Tools | Materials | Class | Remarks |
| 3.(r) | Preparation of various types of soil | 1. Soaking soil
2. Grinding and sieving for two days.
3. Mixing residue
4. Mixing variation
5. Drying them | -Sieve or used del
-Sieve
-Net for drying
-A little oil | VI/VII | 40 lbs | |
| (b) | Soaking salt | 1. Digging a ditch
2. Filling with water
3. Purifying water
4. Drying it.
5. Collecting salt. | | VI/VII | 20 lbs.
30 lbs. | |
| 4(a) | Preparation of various types of soil | 1. Digging the soil
2. Filling with water
3. Purifying water
4. Drying it.
5. Collecting salt. | | VII/VIII | 10 lbs. | |
| (b) | Preparation of various types of soil | 1. Digging the soil
2. Filling with water
3. Purifying water
4. Drying it.
5. Collecting salt. | | VII/VIII | 10 lbs. | |
| 5. | Cultivation, bagging, etc. | 1. Ploughing
2. Sowing
3. Weeding
4. Harvesting
5. Planting
6. Watering
7. Fertilizing | Indigenous tools
such as bricks, sand
khas, grass, etc. | VII/VIII | 50 lbs.
50 lbs. | To combine it with agricultural activities |
| 5. | Preparation of various types of soil | 1. Digging the soil
2. Filling with water
3. Purifying water
4. Drying it.
5. Collecting salt. | | VI/VIII | | To combine it with agricultural activities |

Geographical Area : Forest

| S.No. | Main activities | Specific activities | Tools & Materials | Classes | Subjects | Experiments |
|-------|---|---|--|----------|----------|---|
| 1. | Collection of forest products such as chinrooji, khajoor, jodari, lali, etc. for use/sale | <ol style="list-style-type: none"> 1. Visiting the nearby forest. 2. Collecting forest products 3. Selling the/crosscutting them in a proper manner. | <ol style="list-style-type: none"> 1. Bag/basket for collection 2. Containers for storing them | VI | | To collect during visit the forest |
| 2.(a) | Collecting forest products such as bamboo, keiser and taking sticks out of them | <ol style="list-style-type: none"> 1. Visiting the forest 2. Collecting fruits. 3. Collecting necessary resins and oil | <ol style="list-style-type: none"> 1. Bag/basket 2. Knife for bottling | (a) VII | 10 | To collect during visit the forest. |
| (b) | Collecting forest fruits and taking fruits/juices out of them | <ol style="list-style-type: none"> 1. Visiting places 5. Putting them in the sun 5. Storing them properly | | (b) VIII | 10 | To collect during visits to the forest and by display all sorts of forest products. |

Work Exploring Activities for Different Geographical Areas

Geographical Area : Hilly Tribal
Need Area : Food

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----|--|---|---|----------|---------|---------|
| No. | Activities | Specific Activities | Tools & Materials | Classes | Periods | Remarks |
| 1. | Making pattels & Idones out of tree leaves | <ol style="list-style-type: none"> 1. Collecting suitable leaves. 2. Making pattels and Idones by using plink straws 3. Distributing them off through distribution/sol. | Leaves of trees, straws | VI | 40 | |
| 2. | <ol style="list-style-type: none"> 1. Growing fruit trees such as : a) banana, guava, papaya, etc. b) apple, guava, | <ol style="list-style-type: none"> 1. Digging pits 2. Planting trees 3. Watering 4. Sprinkling 5. Pruning, if necessary 6. Sprinkling insecticides, if necessary. 7. Collecting fruit 8. Distributing off fruit through sale or distribution. | <ol style="list-style-type: none"> 1. Seeds/cuttings/saplings, horticultural tools such as spade, shovel, basin, trowel, pipe, bucket, sprayer/pump, for insecticides. 2. Knife for digging/cutting | VII/VIII | 40-60 | |

S.No. Main Activities Specific Activities Tools & Materials Classes 2 Marks Remarks

3.(a) Drying Local Vegetables and fruits and storing them
 1. Washing fruits and vegetables
 2. Cutting/chopping some vegetables and fruits
 3. Drying them in shade
 4. Packing and storing them
 Mats, bags/tins
 fruits, vegetables
 knife/chopper
 VI 2½ To take it up under food preservation.

(b) Preservation of local fruits by making jampuns, jams/jellies.
 1. Collecting materials
 2. Preserving of jams/jellies by using the proper process.
 Utensils, jars/bottles, stove, pressure cooker
 Symply -VII 2½ To take it up under food preservation

4. Raising goats in hillside after forest fire
 1. Feeding the animals
 2. Washing them
 3. Cleaning the animals
 300g, bucket, milk pot, shears. VI 0-50

4. Raising the animals
 5. Shearing wool off sheep

| S.No. | Main Activities | Specific Activities | Tools & Materials | Classes | Periods | Remarks |
|-------|-----------------------------------|--|--|---------|---------|---------|
| 5. | Keeping bees and extracting honey | <ol style="list-style-type: none"> 1. Procuring/making a wooden bee-box. 2. Procuring/capturing a bee colony. 3. Transferring the bee-colony into the bee-box. 4. Providing bees with (a) sugar syrup and water in the first few days and with (b) sugar syrup and pollen during lean period. 5. Doing necessary cleaning. 6. Extracting honey regularly 7. Changing the queen bee every two years. | <p>Bee-box, bee-veil, bee-knife, bee brush, bee-gloves, smok r, honey extractor, queen cage, solar-wax extractor, wire-embedder, hive-tool, feeders, (wide-mouthed bottles and dishes)</p> | VIII | 120 | |
| 6. | Rearing fish in small ponds. | <ol style="list-style-type: none"> 1. Procuring mother fish 2. Putting it in the pond 3. Feeding it regularly 4. Regular cleaning of the pond. 5. Catching fish 6. Selling and/or distributing it | Mother fish, fish-feed. | VI/VII | 40-60 | |

Work Experience Activities for Different Geographical Areas

| Activity | | Need Area : Food | | Geographical Area : Coastal | | Class | | Periods | | Remarks | |
|----------|--|--|---|-----------------------------|---------|--|--|---------|--|---------|--|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | | |
| S.No. | Main Activities | Specific Activities | Tools & Materials | Class | Periods | Remarks | | | | | |
| 1. | Helping elders in the transplantation of paddy | 1. Observing elders in the transplantation of paddy.
2. Following their instructions.
3. Helping them in transplanting paddy | Agricultural implements, paddy seedlings. | VII/VIII | 40-60 | To combine with agricultural activities. | | | | | |
| 2. | Fishing by hook | 1. Procuring bread for baiting the fishing rod
2. Visiting the sea-shore/back-waters.
3. Putting bait on the fishing hook.
4. Catching fish
5. Disposing it off for consumption/sale | 1. Long-stick with a hook at the end.
2. Nylon wire
3. Bag/basket | VI/VII | 40-60 | To combine with agricultural activities | | | | | |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--------|---|--|--|----------|-------------------------|---|
| 3. (a) | Preparing salt | 1. Collecting water in a ditch.
2. Drying it.
3. Collecting salt. | Pot, fire-wood, pickaxe | VI/VII | 20-30 | |
| (b) | Making banana chips | 1- Procuring, peeling & cutting semi-ripe bananas into chips
2. Heating oil and frying chips.
3. Salting them. | Chopper, Karahi pauni, cooking oil, thalis, salt | VIII | $\frac{20-30}{= 40-60}$ | |
| 4. | Using coconut in | | | | | |
| (a) | Sambhar, vegetables, coconut, | 1. Grinding coconut and taking coconut milk/scrapping it.
2. Using it in sambhar vegetables and chat-nis. | Grinding stone/scrapper, needed pots and pans, oven, necessary ingredients such as dal, turic, ghee, traya, sugar, baking powder | VII/VIII | 40-60 | |
| (b) | Making coconut candy, burfi, biscuits. | 3. Using coconut powder in candy, burfi, biscuits. | | | | |
| 5. | Growing (or) trees such as coconut, banana, palm, cashew, ironstick, etc.
(b) top of and taking further out of it. | 1. Making pits
2. Planting tree saplings and fencing them.
3. Watering and manuring them.
4. Planting topioca and looking after it.
5. Cutting it and making falter cut of it. | Shovel, khurpi, wateringcan/pipe, manure, saplings, fencing. | VII/VIII | 40-60 | |

Work Experience Activities For Different Geographical Areas

Need Area : Clothing
Geographical Area : Hilly Tribal

| S.No. | Main Activities | Specific Activities | Tools & Materials | Classes | Periods | Remarks |
|-------|-----------------|--|---|---------|-------------|---------|
| 1. | <u>Elective</u> | | | | | |
| | Knitting | | | | | |
| | 1. | Casting on and off of stitches. | Four-ply wool, knitting needles (No. 10-12) | 3-3 | 10-60 | |
| | 2. | Basic knitting stitches (knit, purl) | | 4-VII | | |
| | 3. | Knitting a muffler/scarf/ Cap. | | 5- VIII | | |
| | 4. | Knitting a sweater and socks. | | | | |
| | 5. | Knitting a cardigan and a shawl. | | | | |
| 2. | WEAVING | | | | | |
| | 1. | Putting up the loom. | Loom, weavling implements, etc. | VI-VIII | 30-60 mins. | |
| | 2. | Setting the warp | | | | |
| | 3. | Weaving articles common to all geographical areas. | | | | |

Work Experience Activities for Different Geographical Areas

Need Area : Clothing
Geographical Area : Desert

1

2

3

5

6

8

| S.No. | Main Activities | Specific Activities | Tools & Materials | Classes | Periods | Remarks |
|-----------------|----------------------------|--|--|----------|------------|---------|
| <u>Elective</u> | | | | | | |
| 1. | Creative printing | As in activities common for all geographical areas | | | | |
| | (a) Tie and dye work | | | VI | 40-60 pds | |
| | (b) Block printing | | | VII | " | |
| | (c) Screen printing | | | VIII | " | |
| 2. | Hand made work, embroidery | 1. Designing, tracing | Cloth, gots, ari-teri | VII/VIII | 40-60 pds. | |
| | | 2. Procuring materials | | | | |
| | | 3. Stitching gots | | | | |
| | | 4. Doing ari-teri work | | | | |
| 3. | Mirror work embroidery | 1. D signing and tracing | | | | |
| | | 2. Choosing colours and procuring materials | Cloth, pieces of mirror, embroidery thread, needle | VII/VIII | 40-60 pds. | |
| | | 3. Stitching mirrors. | | | | |
| 4. | Spinning of wool | 1. Processing of wool on rollers with chemicals | | | | |
| | | 2. Spinning it. | Wool rollers, chemicals | VI/VII | 40-60 pds. | |

Work Experience Activities For Different Geographical Areas

Need Area : Shelter
Geographical Area : Desert

4

5

6

7

| S.No. | Main Activities | Specific Activities | Tools & Materials | Class | Periods | Remarks |
|-------|-----------------|---------------------|-------------------|-------|---------|---------|
|-------|-----------------|---------------------|-------------------|-------|---------|---------|

Elasctive

- Preparation and maintenance of a desert cooler out of indigenous materials
- Designing the desert cooler
- Collecting materials.

- Making the desert cooler.
- Using the desert cooler.

- Making a simple solar cooker
- Collecting/taking a wooden box
- Wood, nails, wooden box, carpentry tools

- Using the solar cooker
- Fixing the glass
- black paint

- Printing it black

- Making muddahs and chairs out of sawdust
- Arranging for sark-ogdas.
- Making muddahs and chairs.

- Making articles such as bangles, bell-jans, ager-beti strands with lakh
- Heating the lakh
- Moulding it
- Decorating with glass, beads, etc.

- Heating the lakh
- Moulding it
- Decorating with glass, beads, etc.

lakh, colours, glass beads, charcoal, ang-iti, necessary instruments.

40-50 pds

20-30 pds

40-50 pds

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

5. Making light-weight
quilts

1. Stitching the quilt cover
2. Ginning the cotton
3. Filling cotton in the quilt
4. Stitching the quilt.

VII 40-60 p's

Specification of Activities for Different Geographical Areas

Geographical Area : Forest
Need Area : Shelter

| S.No. | Main Activities | Specific Activities | Tools & Machines | Classes | Periods | Remarks |
|-----------------|--------------------------|---|---|---------|------------|---------|
| <u>Elective</u> | | | | | | |
| 1. | Preparing new huts/sheds | 1. Collecting bamboos, wooden logs/sticks, leaves, thatch mud, gobar
2. Putting up the frame-work/structure.
3. Preparing walls and plastering them with mud.
4. Roofing the huts with bamboo and palm/khejri leaves, etc.
5. Plastering the floor with gobar.
6. Painting designs on the walls. | Bamboo, wood, sticks, palm/khejri/other leaves, thatch mud, gobar | VIII | 30-60 days | |

Specification of Activities Common to All
Topographical Areas

Geographical Area : Hilly Tribal
Need Area : Shelter

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------|-----------------|---------------------|-------------------|---------|---------|---------|
| S.Nr. | Main Activities | Specific Activities | Tools & Materials | Classes | Periods | Remarks |

Elective

1. Putting up fence round the school campus

| | | | |
|--|------------------|-----|----------|
| 1. Procuring/Collecting bamboo/wooden sticks | 1. Bamboo sticks | VII | 10-20yds |
| 2. Cutting them into size | 2. Daggers | | |
| 3. Digging holes for the posts. | 3. Binding wire | | |
| 4. Putting up the fence according to design | | | |
2. Making a hut/shed with local materials for WE/co-curricular activities/refreshment room.

| | | | |
|---|-------------------------------------|----------|-----------|
| 1. Planning/sketching the design of the hut | Bamboo, wood, sticks | VII/VIII | 40-60yds. |
| 2. Raising the structure | thatch, leaves, stones, mud, labor. | | |
| 3. Putting up walls. | | | |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
|---|---|---|---|---|---|---|

- | | | | | | | |
|----|----------------------------------|--|--------------------------|---|----|----------|
| 3- | Making tribal ornaments such as: | 1. Collecting necessary materials and tools. | 2. Making the ornaments. | 3. Beads, string, stones, animal horns, birds feathers etc. | VI | 30-60yds |
| | | 4. Hoofing | 5. Mud plastering | 6. Painting designs on the hut. | | |

- | | | | | | | |
|----|--|--|---|----|--------|--|
| 4. | Carve and beaded work | 1. Learning basic skills of cutting, banding, weaving, knotting, taking rills, handle, beamer etc. | 2. Sew, shirt, knife, scales, piler, cutter, drill gun, hammer, sharpening stone, bodkin, resurfing scale, working bench, card, bag, bag. | VI | 60 yds | |
| | (a) other tribal ornaments with stones, etc. | | | | | |
| | (b) crowns with animal horns/bird feathers | | | | | |

- | | | |
|----------------------------|-----|---------|
| 1. Practising basic skills | VII | 30 yds. |
| 2. Making a web screen | | |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
|---|---|---|---|---|---|---|

1. Further practice of basic skills.
2. Making different types of baskets.
3. Finishing them with paint, lacquer

VIII 60 pds.

Work Experiencing Activities for Different Geographical Areas

Geographical Area : Coastal
Need Area : Shelter

| S.No. | Main Activities | Specific Activities | Tools & Materials | Classes | Periods | Remarks |
|-------|-----------------|---------------------|-------------------|---------|---------|---------|
|-------|-----------------|---------------------|-------------------|---------|---------|---------|

Elective

| | | | | | | |
|----|---|----------------------|-----------|----|---------|---|
| 1. | 1. Making brooms from coconut/palm leaves | 1. Collecting leaves | 1. Leaves | VI | 10 days | To be combined with preparation of brooms with palm leaves. |
|----|---|----------------------|-----------|----|---------|---|

| | | | | | | |
|----|--|--------------------------------|--------------------------|----------|-------|--|
| 2. | (a) Repairing fishing nets and other accessories | 1. Identifying needed repairs. | 1. Scissors/blade/knife. | VII/VIII | 40-60 | |
| | 2. Repairing | 2. Plastic/cottoncord | | | | |

| | | | | | | |
|---|----------|-------------------|---------|--|--|--|
| (b) Helping in repairing boats and ships. | As above | 1. Country tools. | VI-VIII | | | |
|---|----------|-------------------|---------|--|--|--|

| | | | | | | |
|--|-----------------|--|--|--|------------|--|
| | 2. Nails/screws | | | | 20-30 days | |
| | 3. Wood | | | | | |

| | | | | | | |
|----|--|--|-----------------|--|--|--|
| 3. | (a) Making toys/utility items out of coconut shells. | 1. Observation of toys/utility items made out of coconut/shell | 1. Shells | | | |
| | | 2. Fawcett shells being sold in the market. | 2. Nylon thread | | | |
| | | 2. Collection and classification of coconut and shells. | 4. Mercer | | | |

7

5

4

3

2

1

| (b) | making toys/utility
items out of see-sh-
ells (candle stand,
table-top, chandel-
iers, etc.) | 3. Designing the toy/
utility item | 5. Electrical materi-
als | VI
Simpletons | 20-30
40-60 |
|------------|--|--|------------------------------|--------------------|----------------|
| 4. | Preparing the item
with advice from
an expert, if neces-
sary. | 6. Fancy materials
for table lamp,
chandelier. | Chandeliers
VII | Table lamp
VIII | |
| 7. Points. | | | | | |

4th Experience Activities for Different Geographical Areas

Need Area : Recreation
Geographical Area: Desert

| S.No. | Main Activities | Specific Activities | Tools & Materials | Classes | Periods | Remarks |
|-----------------|--|---|---|-------------|---------|--------------------|
| <u>Elective</u> | | | | | | |
| 1. | Singing:- | | | | | |
| 1- | Traditional songs like 'ghoomar' and 'terhatal' | 1. Learning
2. Singing | 1. Harmonium
2. Dholak
3. Mridang and con | VI/VII/VIII | 60 | |
| 2. | Participation in local festivals such as 'rh-sanghar', 'teaj', 'mukar sokrantl.' | 1. Knowledge of the origin, importance, ways of celebration of these festivals.
2. Enthusiastic participation
3. Learning to ride a camel | proper dress, food and conveyance. | VI/VIII | | Out of school hour |
| 3. | Camel-riding | 1. Learning the skill
2. Enjoying the camel-ride | Camels on hire | VII-VIII | 40 | |

| | | | | | | |
|----|---|---|---|---------|----|--|
| 1 | 2 | | | | | |
| 3. | staging puppet shows | 1. Writing a script
2. Making puppets/arranging for puppets
3. Distribution of parts for speaking, manipulation and music, etc. | 1. puppets/materials for puppets
2. Stage
3. Dholak | VI-VIII | 60 | |
| 4. | Learning to play local instruments like 'Santoor' | 1. Learning
2. Practising
3. Performing | Santoor | VI-VIII | 60 | |

Work Experience, Activities for different Geographical Areas
Geographical Area : Forest
Need Area : Recreation

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------|-----------------|---------------------|------------------|---------|---------|---------|
| S.No. | Main Activities | Specific Activities | Tools & Machines | Classes | Periods | Remarks |

Elective

- | | | | | | | |
|----|---|--------------------------------------|---|--------|--|---------------------|
| 1. | Visiting different types of forests such as bamboo, teak, pin-j, deodar, etc. and picnicking there. | 1. Identification of nearby forests. | 1- Conveyance facilities, if necessary | VI-VII | | Out of school hours |
| | | 2. Planning the picnic. | 2. Food, drinks, games, carpet, other items for picnic. | | | |

- | | | | | | | |
|----|---|---|--|--------|--------|--|
| 2. | Maintaining a school museum with forest products. | 1. Visiting the forests and picnicking there
2. Collection of forest products.
3. After visit discussions.
4. Selection of samples
5. Preparation of a plan for display of the items from the collected forest products.
6. Display of selected items according to the plan. | 1. School room or a blank
2. Plastic bags/containers
3. Albums for display | VI/VII | 40 hrs | |
|----|---|---|--|--------|--------|--|

- | | | | | | | |
|----|---|----------------------------------|--|--|--|----------------------|
| 3. | Visiting a wildlife sanctuary, if nearby. | Some as in No. 1 thus the picnic | | | | Out of school hours. |
|----|---|----------------------------------|--|--|--|----------------------|

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|---|--|---|---------|------------|-------------------------|
| 1. | Imitation of various
birds/animals in the neigh-
bourhood for st | 1. Listening
2. Imitating
3. Practising
4. Performing | | VI-VIII | | Out of school
hours. |
| 5. | Performance of plays based on
Buddhist/Jain/legendary stories
presented in the form | 1. Selection of
story and writing
of a script for
the play.
2. Distribution of
parts.
3. Rehearsing
4. Costume-taking
5. Stage-setting
6. Performance of
the play. | 1. Costumes, access-
ories and make-up
2. Stage and its ac-
cessories
3. Lights.
4. Other items neces-
sary to be | VI-VII | 10-30 mins | |

Work Experience Activities For Different Geographical Areas

Need Area : Recreation
Geographical Area : Hilly Tribal

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

Elective

- | | | | | | | |
|---|--|--|----------|---------|--|--|
| 1. Survey of tribal life and culture - food, dress, religion, education, marriage, occupations, recreation, system of authority | 1. Devising a check-list questionnaire/interview schedule. | Pen, paper, diary, display board, pins, etc. | VII/VIII | 60 days | | |
| | 2. Selecting a sample of households. | | | | | |
| | 3. Collecting information and specimens. | | | | | |
| | 4. Analysing the information. | | | | | |
| | 5. Preparing a report. | | | | | |
| | 6. Presenting it before school-mates. | | | | | |
| | 7. Displaying specimens of tribal dress, art etc. | | | | | |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|----|--|--|--|-------------------|----|----------------------|
| 1. | Collection of typical plants, herbs and flowers which grow in the tribal area. | 1. Observation and identification of typical plants, herbs and flowers in the tribal area. | 1. A basket/bag | VI | | Out of school hours. |
| 2. | | 2. Drying and putting them in small polythene bags | 2. Small polythene bags. | | | |
| | | 3. Pinning/pasting them in an album/notebook. | 3. Album/large note book | | | |
| | | 4. Displaying the album on proper occasions. | 4. Pins/tape | | | |
| 3. | Learning in tribal area. | 1. Listening to tribal dialect being spoken | 1. Exercise book, VII-VIII pen. | 60pds. | | |
| | | 2. Learning from a tribal friend/community member. | | | | |
| | | 3. Speaking it. | | | | |
| | | 4. Translating for others. | | | | |
| 4. | Learning to perform tribal songs, musical instruments and dances. | 1. Listening to songs and instruments. | 1. Musical instruments and dancing accessories | VI-VII- 40-60pds. | | |
| | | 2. Observing folk dances | | | | |
| | | 3. Learning to play on instruments, singing songs and performing dances. | | | | |
| | | 4. Practising | | | | |
| | | 5. Giving performances. | | | | |

Work Experience Activities for Different Geographical Areas

Geog. Area : Coastal

Elective

Need Area : Recreation

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|---|--|---------|-------|----|----------------------|
| 1. Learning to perform coastal dances such as kathakali, koothu, ottam-thuvai, yakshagan, etc. | 1. Learning
2. Practising
3. Performing in school and community functions. | Musical Implements and dance accessories | VI-VIII | 40-60 | | |
| 2. Learning to:
1. fish by hook or small net.
2. swim
3. row a boat
3.a) making and maintaining in aquarium with local fish | | Fishing hooks, small nets. | VI | 40-60 | | |
| | | | VII | 40-60 | | |
| | | | VIII | 40-60 | | |
| | | | VII | 60 | | |
| | (a) 1. Designing the aquarium
2. making it
3. Fitting electric bulb
4. Putting in grass and herbs
5. Filling with water
6. Keeping fish
(u) 1. Cleaning it every now and then.
2. Putting in fresh water
3. Feeding the fish. | 1. wood
2. glass
3. Carpentry and electrical instruments
4. Electric wire, switch, bulb.
5. Grass, plants, shells
6. Local fish | | | | |
| | | | VIII | | | Out of school hours. |

Out of school hours.

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|----------------|----|---|---------------|------|----|----------------------|
| 4. Boat-racing | | 1. Learning to row a boat. | Boats on hire | VIII | | Out of school hours. |
| | | 2. Practising it frequently | | | | |
| | | 3. Participating in the local boat-races. | | | | |

work Experience activities for Different Geographical Areas

Geog-Graphical Area: Desert

elective

Need Area. : S.S.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------|---------------|---------------------|----------------------------|-------|----------------|---------|
| S.No. | Main Activity | Specific activities | Tools & Materials required | Class | No. of periods | Remarks |

| | | | | | | |
|-------|--|--|--|----------|--------|--|
| 1.(a) | Removing sand from roads after dust-storms | Sweeping, filling sand in bags/tins, disposing it off | Brooms, shovels tins/gunny bags. | VI | 15pds. | to be done along with environment project. |
| (b) | Helping in cleaning public places after the storm. | Sweeping, washing mopping, dusting, disposing off sand | Shovels, tins/gunny bags, mops dusters | VII-VIII | 15pds. | to be done along with environment project. |

2. Helping local people in

| | | | | | |
|--|----------------------------|----------------------------|----------|--------|--|
| a) digging wells | 1. Digging wells | 1. Pick-axe | VIII | 20pds. | to be done along with environment project. |
| b) sowing/harvesting rainy season crops. | 2. Sowing/harvesting crops | 2. Agricultural implements | VII-VIII | 40pds. | to be done along with environment project. |

3. a) Educating people against social evils such as child-marriage, drinking, dowry, superstition, etc.

| | | | | |
|---|-------------------------|------|--------|--|
| 1. Getting acquainted with social evils | Charts/pictures/posters | VIII | 40pds. | to be done along with environment project. |
| 2. Organising discussion groups. | | | | to be done along with environment project. |
| 3. Speaking on the subject. | | | | to be done along with environment project. |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|--|--|---|---------------------------------------|----|----|----|
| b) Educating mothers about proper nutrition for themselves and their children. | 1. Getting acquainted with proper nutrition for mothers and children | Charts/posters VIII pictures on nutrition | To be combined with social education. | | | |
| | 2. Organizing discussion groups. | Utensils, stove and necessary ingredients for nutritious food | | | | |
| | 3. Speaking on the subject | | | | | |
| | 4. Demonstrating the preparation of some nutritious food items for mothers and children. | | | | | |

WORK EXPERIENCE ACTIVITIES FOR DIFFERENT GEOGRAPHICAL AREAS

Geog area : Forest

Need area : S.S.

| S.No. | Main Activity | Specific activities | Tools and Materials | Class | No. of periods required | Remarks |
|-------|---|---|---|----------|-------------------------|---|
| 1 | Elective | 2 | 3 | 4 | 5 | 6 |
| 1. | Community Education | | | | | |
| 1. | Educating the community for (a) drinking pure water | 1.Meeting the community members
2.Explaining the damage caused by taking impure water and the need for taking pure water. | 1. Pitchers/pots
2. Filtering device
3. Coal, lime, alum, chlorine etc. | VII-VIII | 60pds.
15pds. | To be combined with social/adult education. |
| | (b) Purifying contaminated water | 3.Demonstrating the methods of purifying water such as:
a)filtration of water
b)purification of water by the use of chlorine, alum, tablets, etc. | | | | |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|----|---|---|--|----------|----|--|
| 2. | Educating the community for | | | | | |
| a) | The protection and preservation of forests around them. | 1. Meeting the community members on chaupal/inviting them to school
2. Explaining (a) the damage caused by the cutting down of trees, and (b) the importance of woods for keeping ecological balance
3. Persuading them to plant trees.
4. Suggesting alternative sources of energy. | Pictures/posters | VII-VIII | 15 | Can be combined with environmental sanitation and tree plantation. |
| b) | Organising Van Ichotsav/wild life week | 1. Preparing/collecting visual materials on the topic such as charts, posters, slogans, slides, etc.
2. Displaying them at proper places/before the community.
3. Organising discussion groups.
4. Planting saplings of trees.
5. Looking after them. | 1. Visual materials such as posters, pictures, slogans, slides, films, videocassettes on wild life and trees.
2. Film projector/VCR, TV set
3. Pins/tape
4. Tree saplings
5. Gardening tools | | 69 | |

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|----|--|--|--|----------|---------|--|
| 3. | Educating them against superstitions and harmful social customs/practices | 1. Identification of superstitions and harmful social customs.
2. Organisation of discussion groups against them.
3. Putting up puppet-shows/dramas for their removal. | Puppet stage, puppets/materials for preparing them. | VII-VIII | 15 pds. | To be combined with social/cultural education. |
| 4. | Educating them against exploitation b, outside contractors and trucesmen | 1. Identifying forms of exploitation with the help of the teacher.
2. Organising community meetings.
3. Creating awareness about exploitation among community members.
4. Discussing ways of preventing it. | | VII-VIII | 15 pds. | Can be combined with social education |
| 5. | Educating them about govt. schemes of loans for bee-keeping, poultry-farming, dairy farming, better agricultural practices, and so on. | 1. Getting acquainted with such schemes.
2. Acquainting the community about them with the help of related developmental agencies.
3. Helping the community in applying and getting loans for the same. | 1. Literature on govt. schemes and plans.
2. Forms/preforms for applications. | VII-VIII | 15 pds. | To be combined with social education. |

Work Experience Activity for Different Geographical Areas

Need area : S.S.

Geographical Area : Nilly tribal

| S.No. | Main Activity | Specific activities | Tools and materials required | Class | No. of periods required | Remarks |
|-------|---|--|---|----------|-------------------------|--|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
| 1. | Helping the tribal community in (a) cleaning public places such as the community hall, health centre, public garden, etc. | 1.Sweeping, washing, dusting.
2.removing garbage and unnecessary vegetation
3.Carrying materials for construction. | a) Brooms, dusters, cleaning powder, waste paper baskets, garbage cans.
b) Instruments and materials used in construction. | VII/VIII | 60 | To be combined with environmental sanitation and physical development programme. |
| | | 4.Putting the materials together. | | | | |
| | | 5.Finishing off the construction. | | | | |

b)Constructing drains, roads, small bridges, and sheds for school health centre, library etc.

Work Experience Activities for Different Geographical Areas

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Geog. Area : Coastal
 Neel Area : S.S.

| S.No. | Main activity | Specific activities | Tools and materials required | Class | Periods | Remarks. |
|-------|--|--|--|---------|------------|---|
| | | | | 5. | 6. | |
| 1. | Helping govt./voluntary agencies in rendering help and medical aid to the cyclone affected people. | 1. Contacting govt./voluntary agencies.
2. Ascertaining the type of help required.
3. Rendering help. | 1. Bag for collection
2. Note-book for recording details of the collection
3. Note book for keeping records of people to whom distributed. | VI, VII | 20-30 pds. | |
| | or
Rendering help to the cyclone-affected people by distributing food, clothes, medicines, etc. | 1. Collecting money, clothes and medicines in house-to-house visits.
2. Distributing them to people in need. | | | 20-30 pds. | |
| 2. | Planting trees after the cyclone as a safeguard against soil-erosion. | 1. Identifying best locations for trees.
2. Collecting saplings
3. Preparing pits.
4. Planting trees.
5. Looking after their growth. | | | 20-30 pds. | No. 1 & 2 to be combined with volunteer work during calamities. |

APPENDIX

LIST OF PARTICIPANTS IN THE WORKSHOP
FOR THE IDENTIFICATION AND DEVELOP-
MENT OF WORK EXPERIENCE ACTIVITIES
HELD FROM 9-13 FEBRUARY, 1987

RESOURCE PERSONS

1. Dr. P. Maizada
Reader
Deptt. of Vocationaliz tion
of Education, NCERT,
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2. Dr. D.D. Yadav
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OUTSIDE EXPERTS

1. Sh. M.L. Babbar
Principal
Sr. Navyug School
Sarojini Nagar
New Delhi-23.
2. Mrs. Pillay
Principal
Mother's International School
Sri Aurobindo Marg
New Delhi-16.
3. Sh. B.A. Saini
Field Adviser/Incharge SUPW Unit
Science Branch
3, Link road
Karol Bagh
New Delhi-110 005.
4. Sh. D.N. Batra
Principal
Gita Vidya Mandir
Kurkshetra
Haryana.
5. Principal
Leksala
P.O. - Khacsali
Distt. Bhavnagar
Gujarat

6. Mrs. Shastri
Principal
Vanasthali Vidyapeeth
Vanasthali
Rajasthan.
7. Sh. P.N. Kusia
Joint Director
Directorate of Public Instruction
Madhya Pradesh
Bhopal.
8. Sh. I.J. Dhawan
Principal
Headmaster, D.M.P.H.S. School
Regional College of Education
Ajmer.
9. Miss. Surinder Kaur
Headmistress
Govt. Girls Sec. School
Bombay, Jodhpur
Rajasthan.
10. Sh. Brajendra Singh
Superintendent (Evaluation)
Directorate of Education
Imphal, Manipur.
11. Sh. K.H. Mariappa
Sc. Consultant
DSERT
Basvangudi
Bangalore-IV
12. Sh. D.N. Sharma
Junior Counsellor
SUPW Unit
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NAVODAYA VIDYALAYA PRINCIPALS & GRIFT TEACHERS

13. Shri U.C. Singla
Navodaya Vidyalaya
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14. Shri K. Jaya Kumar
Navodaya Vidyalaya
Ananda Nagar
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Pondicherry-605 009.

15. Shri P.W. Suryawansi
Navodaya Vidyalaya
Navagaon Khairi Santek
Distt. Nagpur
(Maharashtra).
16. Shri V.V. Singh
Craft & Drawing Teacher
Navodaya Vidyalaya
Bankharia (Panna)
M.P.
17. Shri H.K. Mehta
Navodaya Vidyalaya
Sardhana (Meerut)
U.P.
18. Mohd. Safi Kadari
Navodaya Vidyalaya
Barua Sagar (Jhansi)
U.P.
19. Shri K. Rangaiiah
Navodaya Vidyalaya
Satiguda (Koraput)-764 046
Orissa.
20. Shri M.S. Nambcothiri
Navodaya Vidyalaya
Periye (Kasaragod)-670 316
Kerala.
21. Shri B. Narayana
Navodaya Vidyalaya
Chalukurthy Camp. (Nalgonda)
Andhra Pradesh.

NAVODAYA VIDYALAYA PRINCIPALS

22. Shri B.L. Anandan
Principal
Navodaya Vidyalaya
Chalukurthy Camp
District Nalgonda
A.P.
23. Shri S.P. Mehta
Principal
Navodaya Vidyalaya
Pabra (Hissar) - Haryana
24. Shri P.N. Khare
Principal
Navodaya Vidyalaya
Kundeshwar (Tikamgarh)
M.P.

25. Shri A.K. Parhi
Principal
Navodaya Vidyalaya
Hudgarh (Keonjhar)
Orissa.
26. Shri A. Saran
Principal
Navodaya Vidyalaya
(Dhabha Senar)
(Faizabad) U.P
27. Shri S.N. Jain
Principal
Navodaya Vidyalaya
Pawarkhara (Hoshengabad)
M.P.
28. Shri K.A. Gupta
Principal
Navodaya Vidyalaya
Jengali (Dhenkanal)
Orissa.
29. Sh. Lalit Kishore
Principal
Navodaya Vidyalaya
Jind, Haryana.

Groups and Group Members who Identified
Work Experience Activities for Different
Geographical Areas

Group I - Plains

- | | |
|----------------------|--------------------|
| 1. Sh. M.L. Babbar | |
| 2. Mrs. Pillay | |
| 3. Sh. R.A. Saini | 11. Sh. P.N. Khare |
| 4. Sh. D.N. Batra | 12. Shri A. Saran |
| 5. Sh. I.J. Dhawan | |
| 6. Sh. D.N. Sharma | |
| 7. Sh. U.C. Singla | |
| 8. Sh. H.K. Mehta | |
| 9. Mohd. Safi Kadari | |
| 10. Sh. S.P. Mehta | |

Group II - Forest areas

1. Sh. P.N. Kusia
2. Sh. P.W. Suryawansi
3. Shri A.A. Singh
4. Shri K. Mangaiiah
5. Sh. S.N. Jain

Group III - Desert areas

1. Mrs. Shastri
2. Miss. Surinder Kaur
3. Sh. M.S. Nanboothiri

Group IV - Hilly Tribal areas

1. Principal, Gujarat
2. Sh. Brajendra Singh
3. Shri K. Mangaiiah
4. Shri B. Narayana
5. Shri R.K. Parhi
6. Shri K.A. Gupta

Group V - Coastal areas

1. Sh. K.H. Mariappa
2. sh. K. Jaya Kumar
3. Sh. B.A. Anandam

Groups of Group Members who Specified
Work Experience Activities for
Different Geographical areas

Group I - Plains

Subgroup I - Health and Hygiene

1. Sh. P.N. Kusia
Joint Director (M.P.)

2. Sh. P.N. Khare
Principal (M.P.)
3. Sh. Lalit Kishore
Principal (Haryana)

Subgroup II - Food

1. Sh. M.L. Babbar
Principal (Delhi)
2. Sh. D.N. Sharma
Jr. Counsellor (Delhi)
3. Sh. ., Saran
Principal (U.P.)

Subgroup III - Clothing

1. Mrs. Shastri (Rajasthan)
2. Sh. I.J. Dhawan (Rajasthan)
3. Sh. H.K. Mehta
Craft Teacher (Rajasthan)

Subgroup IV - Shelter

1. Sh. B.M. Saini
Field Adviser (Delhi)
2. Sh. U.C. Singla
Principal (Haryana)
3. Sh. M.S. Kadri
Principal (Jhansi, U.P.)

Subgroup V - Recreation and Social Service

1. Mrs. Pillay
Principal (Delhi)
2. Sh. D.N. Batra
Principal (Haryana)
3. Sh. S.P. Mehta
Principal (Haryana)

Group II - Forest Areas

1. Sh. S.N. Jain
Principal (M.P.)
2. Sh. R. L. Singh
Drawing Teacher (M.P.)
3. Sh. B. Suryanarayan
Craft Teacher (A.P.)
4. Sh. K. Rangiah
Craft Teacher (Orissa)
5. Sh. B. Narayana
Craft Teacher (A.P.)

Group III - Desert Areas

1. Miss. Surendra Kaur
Principal (Rajasthan)
2. Sh. M.S. Namboothiri
Craft Teacher (Kerala)

Group IV - Coastal Areas

1. Sh. K.H. Mariappa
Science Consultant (Karnataka)
2. Sh. K. Jaya Kumar
Craft Teacher (Pondicherry)
3. Sh. B.N. Anandan
Principal (A.P.)

Group V - Hilly and Tribal Areas

1. Sh. Brajendra Singh
Superintendent (Evaluation)
Manipur
2. Sh. A.K. Parhi
Principal (Orissa)
3. Sh. K.L. Gupta
Principal (Loh, J&K)